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ABSTRACT

This language program guide is designed for teachers of first grade children whose native language is Spanish or for children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The conceptual content for the 40 lessons is drawn principally from three areas: (1) social science, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. There is a Spanish support activity for each lesson which introduces the conceptual content in the first language. Five review and five evaluation lessons are contained in the guide. An art supplement and a vocabulary index are included. (RL)

MICHIGAN ORAL LANGUAGE SERIES

Standard English as a Second Language or Second Dialect

ED0 39815

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Interdisciplinary Oral Language Guide —Primary One Part One

FL 001 772

ACTFL EDITION
1970

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Preface to the ACTFL Edition

Since its organization the American Council on the Teaching of Foreign Languages (ACTFL) has been interested in and concerned with the education of Americans for whom English is not the mother tongue. This interest and concern have led ACTFL to study several instructional programs in this area.

One set of materials which came to our attention is the Michigan Oral Language Series produced under the direction of Ralph Robinett and Richard Benjamin with E.S.E.A. Title I-Migrant funds provided by the Michigan Department of Education to the Washtenaw County Intermediate School District and the Foreign Language Innovative Curricula studies (E.S.E.A. Title III). The series consists of structured oral language lessons for use with four, five and six year old children who need to learn English as a second language or standard English as a second dialect; the lessons are accompanied by evaluation and teacher training materials.

The series gives the teacher a detailed sequence of oral language activities which are not only linguistically controlled but also emphasize and reinforce the conceptual development of the child.

ACTFL has made these materials available for several reasons:

1. So that you can see what one project has been able to produce with competent staff.

2. So that you will appreciate--if you do not already--what materials development means.

3. So that you can use these materials for training personnel in your institution.

4. So that you may consider adapting or adopting them--in whole or in part--for your program.

The series consists of six components:

1. Bilingual Conceptual Development Guide--Preschool
2. English Guide--Kindergarten
3. Spanish Guide--Kindergarten
4. Interdisciplinary Oral Language Guide--Primary One
5. Michigan Oral Language Productive Tests
6. Developing Language Curricula: Programed Exercises for Teachers

If you wish to order multiple or single copies of these texts please consult the catalogue published by ACTFL.

This ACTFL Project has been made possible by CONPASS (Consortium of Professional Associations for Study of Special Teacher Improvement Programs), under a grant from the U. S. Office of Education, and it is intended to extend the work of CONPASS initiated at its conference in Grove Park, North Carolina on 10-15 June 1969. ACTFL extends its appreciation to CONPASS for the grant which makes the distribution of these materials possible and to the staff of FLICS and the Migrant Worker Program for their willingness to share the fruits of their work.

F. André Paquette
Executive Secretary

INTERDISCIPLINARY ORAL LANGUAGE GUIDE: PRIMARY ONE

PART ONE: LESSONS 1-40

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These materials were developed by the Migrant Program of the Michigan Department of Education with the cooperation of the Foreign Language Innovative Curricula Studies and are the property of the State of Michigan

1969

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MMPIP

INTERDISCIPLINARY ORAL LANGUAGE GUIDE PRIMARY ONE

PART ONE: LESSONS 1-40

STANDARD ENGLISH AS A SECOND LANGUAGE OR SECOND DIALECT FOR SPANISH-BACKGROUND CHILDREN

FOREWORD

THE PURPOSE AND TARGET POPULATION

The Michigan Migrant Primary Interdisciplinary Project is charged with creating an oral language program for use with primary age Spanish-background children who have limited control of standard English. The resulting Interdisciplinary Oral Language Guide: Primary One is designed to help provide these children with the oral language they need for the school setting. The materials here included comprise Part One of the Primary One Guide.

THE CONTENT

The referential content for the lessons is drawn from social science, science, and mathematics. Basic concepts and processes from these areas are integrated with linguistic features identified through a contrastive analysis of Spanish and English. Within the sequence of lessons, the linguistic and conceptual targets are carefully presented and systematically revisited. It should not be assumed, however, that the use of these lessons will guarantee mastery of either the conceptual or the linguistic content. Much additional practice of both will usually be necessary.

TYPES OF LESSONS AND MATERIAL INCLUDED

Part One of the Guide consists of forty oral language lessons. Five of these are review lessons, and five are evaluation lessons which also serve as review. The other thirty lessons are designed to present a limited, carefully selected body of linguistic and conceptual content. A Spanish support activity is provided for each lesson. The art supplement section contains pictures which may be used with the lessons, and a sewing pattern for making the two puppets suggested for use with the program. In addition, a vocabulary list is included so that you may quickly identify where particular words and meanings are introduced.

THE UNIT OVERVIEW PAGE

The UNIT OVERVIEW page at the beginning of each unit provides a synthesis of the linguistic and conceptual content contained in the unit. Reading the OVERVIEW PAGE will familiarize you with the general language and conceptual content to be covered in that unit. This will help you keep the central goals of the unit in mind as you adapt the activities to the needs of your particular group.

THE SPANISH SUPPORT ACTIVITIES

The concepts in the SPANISH SUPPORT ACTIVITIES are key concepts in science, social science, and mathematics which the pupils will encounter in the corresponding English ORAL LANGUAGE LESSONS. Presenting each of the Spanish activities before implementing each of the corresponding English ORAL LANGUAGE LESSONS will ensure that the concepts are familiar to the learner before they are practiced in the new language. The SPANISH SUPPORT ACTIVITIES are also intended to reassure the pupil that his home language is a valuable asset which is respected as a legitimate means of dealing with intellectual tasks. These activities are commonly carried out by the Spanish-speaking aide under the teacher's supervision.

The English translations of the SPANISH SUPPORT ACTIVITIES are not to be taught as English lessons. The translations are given only to provide understanding of the activities for teachers who do not speak Spanish. The activities themselves are designed to be taught in Spanish.

SPANISH SUPPORT ACTIVITIES precede each bloc of five lessons. Each of these activities takes approximately 10 minutes to implement. The specific concepts to be used and the materials necessary for implementing the SUPPORT ACTIVITIES are listed in the BASIC CONCEPTUAL FOCUS and MATERIALS boxes on the top of the left hand page of each set of SPANISH SUPPORT ACTIVITIES.

THE ORAL LANGUAGE LESSON

The left hand page of each ORAL LANGUAGE LESSON provides you with important pre-lesson information. In the LINGUISTIC FOCUS box, you will find the language structures and vocabulary that are being reviewed as well as the structures and vocabulary that are to be introduced for the first time in the program. In the LINGUISTIC COMMENTARY box, you will find a list of language problems that Spanish-speakers typically have with the English used in the lesson. The activities in the lesson have been designed to help the pupils overcome those typical language problems. In the CONCEPTUAL FOCUS box, you will find the relevant concepts that have already been used in the program as well as the concepts that are to be used for the first time in the ORAL LANGUAGE LESSON. The CONCEPTUAL COMMENTARY box lists conceptual problems that any first grader might have. The activities in the lesson have been designed to use the concepts in easy-to-understand situations. The MATERIALS box lists the items you need to prepare and use for each activity in the lesson. Pictures referred to in the MATERIALS box are found in the ART SUPPLEMENT in the back of the guide.

Familiarizing yourself with the actual lesson format on the right hand page before teaching each ORAL LANGUAGE LESSON will enable you to implement the lesson with a clear understanding of its content and teaching strategies. The right hand page of each ORAL LANGUAGE LESSON contains three activities and a box entitled TAKE-OFF IDEAS. The first two activities contain new vocabulary items within old language structures and old vocabulary items within new language structures. The third activity is primarily a review of the structures and vocabulary contained in the first two activities of the same lesson. Each of the activities has conceptual input drawn from one or more of the three content areas: social science, science, or math.

The narrative of each activity contains suggestions concerning the actual teaching of the activity. Each dialog is an example of the narrative and reflects the natural language that teachers and pupils typically use.

Each of the activities is designed to take approximately 10 minutes. Allowing about 10 minutes for a SPANISH SUPPORT ACTIVITY and 30 minutes for an entire ORAL LANGUAGE LESSON, you should be able to cover one of each in a school day. Since each ORAL LANGUAGE LESSON is divided into three activities, you may wish to teach the activities during different periods of the day rather than all at once.

The situations listed in TAKE-OFF IDEAS are suggestions for lesson reinforcement at other times during the day. You may wish to use them regularly with those pupils who need additional practice on the linguistic and conceptual content of the ORAL LANGUAGE LESSONS.

THE REVIEW LESSON

Notice that ORAL LANGUAGE LESSONS 5, 15, 25, and 35 are REVIEW LESSONS. The left hand page of these lessons points out the language and concepts from the previous four lessons which are re-visited in the REVIEW LESSON. The left hand page also lists the materials you need to prepare and use in implementing the lesson. You can teach the right hand page of each REVIEW LESSON just as you did each of the preceding four ORAL LANGUAGE LESSONS, recognizing that the only difference between the REVIEW LESSON and the ORAL LANGUAGE LESSONS is that there are no new structures or new vocabulary in the REVIEW LESSON.

Taking your class on the field trips suggested in the SUGGESTED FIELD TRIPS box at the end of each REVIEW LESSON provides you with an opportunity to help your pupils use the ORAL LANGUAGE LESSON structures, vocabulary, and concepts in situations less controlled than those included in the lessons.

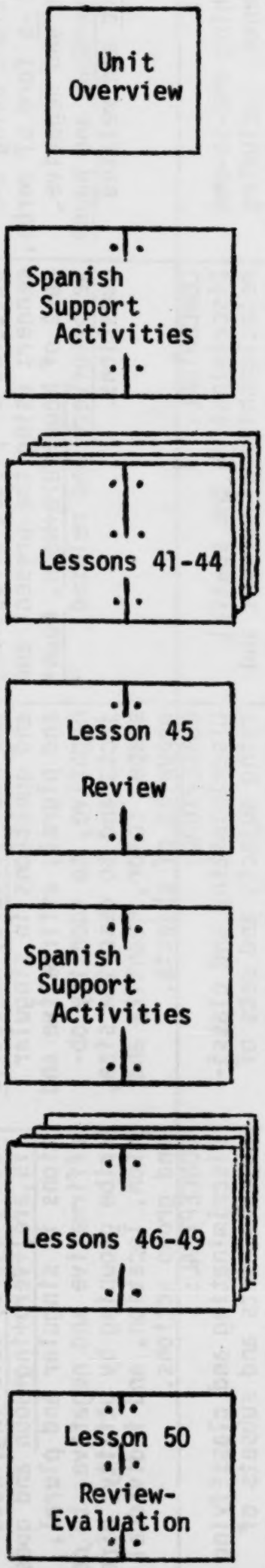
THE REVIEW-EVALUATION LESSON

Notice that the last lesson in each unit, 10, 20, 30, and 40, is a REVIEW-EVALUATION LESSON. The REVIEW-EVALUATION LESSON is designed to help you determine, in modified language situations, how well your pupils can use the structures and vocabulary of the unit just covered. The left hand page of the lesson lists the main language structures and concepts to be evaluated and also lists the materials you need to prepare and use. You can find suggestions for implementing the lesson on the right hand page of the REVIEW-EVALUATION LESSON. This lesson, like the ORAL LANGUAGE LESSONS, is divided into three activities and can be taught in the same way. However, the responses suggested in the dialogs do not represent the only structures the pupils might use; these are only sample responses. Immediately following each REVIEW-EVALUATION LESSON is a RECORD SHEET which is designed to assist you in determining which language structures from the previous unit are successfully or unsuccessfully controlled by your class.

ACKNOWLEDGMENTS

We are grateful for the contributions to Part One of the Primary Guide made by Janet Hammond, John Larson, and Harender Vasudeva who, with other members of the Project's evaluation staff, served as a review committee to provide formative evaluation of the lessons as they were being produced.

The diagram below illustrates the sequence of the lessons for two weeks, or one unit. There are four units in Part One of the Primary One Guide, each containing ten lessons, laid out as illustrated.



The Unit Overview synthesizes the linguistic and conceptual input of the unit.

Spanish Support Activities introduce major concepts in Spanish before they are dealt with in English.

Oral Language Lessons with interdisciplinary content introduce English structures and concepts from social science, science, and math.

Review lesson reviews language and concepts from the preceding four lessons.

Spanish Support Activities introduce major concepts in Spanish before they are dealt with in English.

Oral Language Lessons with interdisciplinary content introduce English structures and concepts from social science, science, and math.

The Review-Evaluation enables teacher to measure pupil progress while reviewing language and concepts from preceding lessons in the unit.

AN OVERVIEW OF THE SUMMER INTERDISCIPLINARY PROGRAM

UNIT I - Lessons 1-10	UNIT II - Lessons 11-20	UNIT III - Lessons 21-30	UNIT IV - Lessons 31-40
LINGUISTIC: Using formulae of personal identification; using the simple and -s form of verbs, affirmative and negative, in Noun+Verb+Noun and Noun+Verb+to+Verb and related questions.	LINGUISTIC: Using simple commands; using patterns of place, direction, manner; using the present and past of Noun+Verb+Noun, Noun+Verb+to+Verb and related questions.	LINGUISTIC: Using Noun+(is,are)+Noun and Noun+(is,are)+Adjective and questions in singular and plural, affirmative and negative, to identify objects and to describe size, shape, color, quantity and grouping of objects.	LINGUISTIC: Using Noun+(is,are)+doing, and Noun+(is,are)+Verb+ing, Noun+(is,are)+Verb+ing+Noun and questions in singular and plural, affirmative and negative, to describe grouping by utility, direction, location, and individual and group actions.
CONCEPTUAL: Distinguishing one-to-one correspondence, including identification of self and others with given names, school and home place names, and age number names. Distinguishing between objects; need for, their names, uses and symbols (toys, class and personal hygiene items).	CONCEPTUAL: Discriminating the spatial relationships of persons and objects, and their movement both individually and with help. Discriminating the effects of actions on objects and symbols; identifying use of objects and using them safely.	CONCEPTUAL: Discriminating and classifying objects and sets of objects by their attributes of number, color, size, shape and use.	CONCEPTUAL: Discriminating and classifying objects, sets and subsets of objects by attributes of utility, direction and position in space; discriminating and classifying individual and collective actions and the effects of those actions; making symbols which are identified.
SCIENCE INPUT: Identifying and discriminating persons, objects and large motor actions.	SCIENCE INPUT: Discriminating spatial relations, position and movement of persons and objects; identifying and discriminating actions and symbols.	SCIENCE INPUT: Discriminating and classifying by attributes of number size, shape, utility and color.	SCIENCE INPUT: Discriminating and classifying by attributes of utility, direction, position, form; effects of energy on objects; classifying by two attributes.
MATH INPUT: Counting pupils and objects using numbers one through ten; numbers as a measure of how many; matching one-to-one correspondence.	MATH INPUT: Matching objects to objects and people; developing concepts of sets and equivalency; written symbols 1, 2 and 3, pre-addition.	MATH INPUT: Using the word "set" and investigating the formation of sets; using the attributes of size and shape for set formation.	MATH INPUT: Grouping objects in sets by more than one attribute; recognizing shapes; counting sides of shapes; unique correspondence; developing concepts of subsets.
SOCIAL STUDIES INPUT: Identifying self and others through name, age, school group, grade and class, and place of residence. Identifying classroom needs, wants and resources.	SOCIAL STUDIES INPUT: Obtaining resources by knowing where they are, how to obtain them through individual and group means. Using up resources, combining them to satisfy wants and needs.	SOCIAL STUDIES INPUT: Identifying uses of resources and means of obtaining them, investigating how the attributes of resources help to determine their use.	SOCIAL STUDIES INPUT: Identifying persons in the school as resources; how each takes care of needs (teacher, busdriver, cook, custodian). Satisfying classroom needs through collective use of classroom resources.

UNIT 1

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSONS: UNIT I

The first grade child enters the school setting with many questions. He typically wants to know what his teacher and classmates are like. He wants to know if he can learn to read and write. For the Spanish-speaking child, these questions may remain unanswered for a long time unless he quickly acquires the English language structures to ask and answer questions.

LINGUISTIC FOCUS

Unit One basically contains question and answer structures in the negative and affirmative which deal with:

NAME ADDRESS AGE

GRADE SCHOOL

NEEDS WANTS POSSESSIONS

CONCEPTUAL FOCUS

Unit One contains activities which are basically designed to help the first grade child understand:

SELF AWARENESS-IDENTIFYING SELF AND OTHERS

SATISFYING CLASSROOM WANTS AND NEEDS

IDENTIFYING AND GROUPING ROOM RESOURCES BY THEIR FUNCTIONS

CORRESPONDING, ONE-TO-ONE

SEQUENCING NUMBERS

IDENTIFYING AREAS IN A SCHOOL MODEL

DISCRIMINATING LIKE AND UNLIKE OBJECTS

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
Identifying self and others by name, school, class, grade, address and age
Matching, one-to-one, the number names one-ten with the corresponding series of people and ball bounces

MATERIALS:
Activity 2: Use a ball.
Activity 3: Use the puppets Wink and Blink.
Activity 4: Use five balls.

1. CONOCIENDOSE (to accompany lesson 1) GETTING ACQUAINTED

Haga su presentación personal dirigiéndose a un niño cada vez pero usando voz suficientemente alta para que todos oigan. Pregunte al niño el nombre de él e invite a la clase para que lo repitan con Ud. Cuando todos los niños hayan dicho su nombre repáselos valiéndose del siguiente ejercicio: Ayude a la clase a contar los niños en grupos de tres, al llegar a **tres**, señalando al niño correspondiente pregunte su nombre. Ayude a la clase con la respuesta.

Introduce yourself, addressing one child at a time but speaking loudly enough so that all can hear. Ask the child his name and invite the class to repeat it with you. When all the children have said their names, review them using the following activity: Help the class count the children in groups of three pointing to each child when you ask that child his name. Help the class with the answers.

2. EN LA ESCUELA (to accompany lesson 2) IN SCHOOL

Diga a los niños en qué escuela, en qué grado y en qué clase están ellos. Hágalos repetir con Ud. el nombre de la escuela, de la maestra y del grado. Coloque los niños en un semicírculo frente a Ud. Invítelos para que todos cuenten con su ayuda hasta cinco. Al terminar tire la bola a un niño, preguntándole su nombre. El niño dará la respuesta y devolverá la bola. Interrogue otros niños de uno en uno sobre en cuál escuela están, el nombre de

Tell the children what school and grade they are in, and who their teacher is. Have them repeat with you the name of the school, the teacher, and the grade. Place the children in a semicircle in front of you. Invite them to count with your help to five. When finished, throw the ball to a child and ask him his name. The child answers and returns the ball. In the same way, ask the pupils, one at a time, which school they are in, the

su maestra o en qué grado están. Repita la actividad mientras pueda mantener el interés dando oportunidad al mayor número posible de niños de intervenir.

name of their teacher or what grade they are in. Repeat the activity, giving as many children as possible a chance to participate.

3. CONOCIENDO A BLINK Y WINK (to accompany lesson 3) MEETING BLINK AND WINK

Explique a los niños que los dos nuevos amiguitos que conocieron ayer quieren saber los nombres de cada niño. Presente a Blink, salúdelo, pregúntele su nombre y preséntelo a cada uno de los niños de la clase interrogándolos de uno en uno para que digan su nombre. Cuénteles que Blink tiene además una amiguita y presente a Wink. Los títeres se saludarán entre sí y Blink hará la presentación de Wink en la misma manera que Ud. hizo la de él. Wink y Blink interrogarán a diferentes niños sobre el lugar donde viven. Invite a distintos niños para que sean Wink y Blink y hagan preguntas a otros niños. Guíelos para que interroguen y respondan sobre sus nombres y el lugar donde viven.

Explain to the pupils that the two new friends they met yesterday want to know the name of each child. Greet Blink, ask his name, and introduce him to each one of the children in the class, asking each one to give his own name. Tell them that Blink has a friend, and introduce Wink. The puppets will greet one another and Blink will introduce Wink the same way you introduced him. Wink and Blink will ask different children where they live. Invite different children to be Wink and Blink and ask questions of other children about their names and addresses.

4. ADIVINANDO LA EDAD (to accompany lesson 4) GUESSING THE AGE

Haga que los niños se coloquen de pie formando un círculo. Dé a un niño una bola. Explíqueles que lanzará la bola hacia el suelo, palmeándola tantas veces como años tenga el niño al que le preguntarán la edad. La clase, con su ayuda, cuando sea necesaria, preguntará a un niño la edad y el primero palmeará la bola el número indicado de veces de acuerdo con la respuesta. Repita la actividad varias veces, dando oportunidad a distintos niños de palmear la bola. Cuando los niños hayan comprendido la idea y sepan relacionar el número dado en la edad con el número de veces que palmean la bola, pida a un niño que le diga en secreto cuántos años tiene. Ud. le preguntará a la clase cuantos años tiene él y palmeará la bola el número de veces indicado. La clase contará los saltos de la bola para adivinar la respuesta. Repita varias veces con la edad de distintos niños.

Have the children stand up in a circle. Give one pupil a ball. Explain that he is going to bounce the ball on the floor, one for each year of the age of the child being questioned. The class, with your help when necessary, will ask a child his age and the first pupil will bounce the ball the same number of times according to the answer. Repeat the activity several times, giving different pupils an opportunity to bounce the ball. Continue until the children have understood the idea and know how to relate the age number with the number of times they bounce the ball. Then, ask a child to tell you in a whisper how old he is. You will ask the class how old he is and bounce the ball the same number of times. The class will count the times the ball bounces to guess the answer. Repeat several times with the age of different children.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON I

Review	LINGUISTIC FOCUS	Introduce
None		What's (your, her, his) name? (My, His, Her) name is (_____). one, two, three

LINGUISTIC COMMENTARY

Typical language problems are: confusion of his and her; difficulty pronouncing /m/ in name; omission of is; difficulty pronouncing vowel sound of is and his, the /ts/ combination in what's, and the initial sound in three.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying self and others by name Matching, one-to-one, the number names one-three with the corresponding series of people Matching, one-to-one, objects and people

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty matching names with faces, ordering numbers and comprehending the quantity represented by the number names.

MATERIALS

Activity 3: Prepare a paper bag filled with enough envelopes for everyone.

1. MY, HIS, HER NAME

Have the pupils sit in a circle in their chairs. Tap one pupil at a time, ask what his name is, and model the appropriate response for him to use. As each child says his name, ask the whole class what the child's name is. Model the answer and guide the class to repeat it.

T: /tapping a pupil/
What's your name?
/modeling response/
My name is (Carl).
P1: My name is (Carl).
T: /to whole class and pointing to the same pupil/
What's (his) name?
/modeling response/
(His) name is (Carl).
C: (His) name is (Carl).

Continue the activity, tapping other pupils in the circle.

2. NUMBER-NAME GAME

Have the pupils sit in a circle in their chairs. Consecutively point to three pupils, saying, "One, two, three," and guiding them to stand up. Guide the class to count the three standing pupils with you. Ask the pupil pointed to on number three what his name is. Guide the class to ask the same question, and then, guide the pupil pointed to on number three to respond.

T: /pointing to three pupils/
One, two, three.
T&C: /repeating with same pupils/
One, two, three.
T: /pointing to Pupil 3 and modeling question for class/
What's your name?
C: /to Pupil 3/
What's your name?
P3: My name is (Maria).

Continue the activity, having other pupils answer the question.

3. MAIL NAME GAME

Have the pupils sit at their own desks. Take a bag filled with unaddressed envelopes to one pupil and ask what his name is. As soon as he responds appropriately, give him a "pretend letter".

T: /to a pupil/
What's your name?
P1: My name is (Paul).

Continue until all of the pupils have received a letter. Then guide one child to be the mailman who will pick up a letter from a pupil. Guide the class to ask the mailman the name of the pupil who has the letter. Guide the mailman to respond appropriately, and to put the letter in his bag.

C: /to mailman/
What's (his) name?
P1: (His) name is (Paul).

The activity continues as above until the mailman misses a name. The child whose name was missed becomes the mailman.

TAKE-OFF IDEAS

*During the day, structures from the lesson may be used with vocabulary that you feel the pupils are already familiar with, as well as the vocabulary presented in the lesson. Examples of such times are given below.

*As you pass out materials, ask the class what each pupil's name is before you give him the supplies. Later, have a child take your place.

*As you call each pupil to line up for recess, ask the class what his or her name is.

*As the pupils line up to go home, ask each child if he knows what your name is. Then name each child yourself for practice.

*During recess, play a circle tag game, having "It" randomly tap and count three pupils. The third pupil chases "It" back to "Its" original circle place and then, becomes "It".

*At snack time, have the class count out the cookies, three at a time.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 2

Review	LINGUISTIC FOCUS	Introduce
What's (your, his, her) name? (My, His, Her) name is (_____). one-three		What (grade) (are you) in? (I'm, He's, She's) in (first grade, Miss ____'s room, ____ School). room, grade, school; Wink, Blink four-five

LINGUISTIC COMMENTARY

Typical language problems are: the production of the sounds of m in I'm, st in first, sch in school, and sh in she; confusion in use of he and she; and omission of 's in he's and she's.

Review	CONCEPTUAL FOCUS	Introduce
Matching, one-to-one, the number names one-three with the corresponding series of people Identifying self and others by name		Relating location of classroom to other areas of the school Matching, one-to-one, the number names four-five with the corresponding series of people Identifying self and others by school, room, and grade

CONCEPTUAL COMMENTARY

Typical conceptual problems are: understanding the abstract notion of a room's location in relationship to other rooms, places, etc.; understanding the quantity that a number or number name represents; and understanding the ordering of numbers.

MATERIALS

Activity 1: Prepare a model of the school, using colored blocks and pictures of a cafeteria, playground, classroom, etc. Prepare 2 puppets, the boy, Blink, and the girl, Wink.

Activity 3: Use a picture of a bus.

1. 3-D MAP

As preparation for this activity, take the pupils on a tour of the building and playground. As you pass each room or area, identify it for the class. After the tour, use blocks on the floor to make a model of the school. With each area set off with blocks, place appropriate pictures to identify the cafeteria, playground, etc. Have the pupils stand around the model and guide them to identify the room, grade, and school.

T: /pointing to the model/
(Baker) School.
C: (Baker) School.
T: /touching their room area/
(Miss B's) room.
C: (Miss B's) room.
T: First grade.
C: First grade.

The puppet, Wink, is introduced and placed in the model.

T: /pointing to the puppet/
Her name is Wink.
She's in (Baker) School.
C: Her name is Wink.
She's in (Baker) School.

Repeat the activity with Blink and practice the statements He's in first grade and He's in (Miss B's) room.

2. CIRCLE TALK

Seat pupils in a circle. Walk around the circle lightly tapping each pupil, counting aloud with the class from one to four. On four, stop and stand behind that pupil. Ask the class What grade are you in?, and help them respond appropriately. Then, ask Pupil 4 the same question.

T&C: /as teacher walks around outside of the circle/
One, two, three, four.
T: /stops and asks class/
What grade are you in?
C: /with teacher's help/
I'm in first grade.
T: /to pupil/
What grade are you in?
P: I'm in first grade.

Count to five and ask the same question. Continue the activity asking the room and school.

3. ON THE BUS

Show the class a picture of a bus, and then place chairs in two rows for an imaginary bus. One pupil is the driver. With your help, he asks the name and grade of each pupil who gets on the "bus".

T&P1: What's your name?
P2: My name is (John).
T&P1: What grade are you in?
P2: I'm in first grade.

Continue questions and answers, asking What school are you in? and What room are you in?

Choose one pupil to act as if he is sleeping. The "driver" asks the group that pupil's name and room.

P1: What's (his) name?
C: (His) name is (John).
P1: What room is (he) in?
C: (He)'s in (Miss B's) room.

Continue the activity, asking the grade and school. Repeat several times with other pupils.

TAKE-OFF IDEAS

*When meeting other adults in the school, let pupils tell their names, grade and room.

*During arithmetic class, give each pupil five stones, nuts, tongue depressors, etc. Have the pupils count out sets of one-five objects.

*During music class, pupils can count and clap, or just count, as they walk, run or skip to music.

*When standing in line at the door, ask pupils their names, grade, room or school.

*During free play when pupils are playing house or using toy telephones, help them use the dialog from the lesson.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 3

Review	LINGUISTIC FOCUS	Introduce
What's your name? My name is (_____). one-five		Where do you live? I live on (_____ Farm, _____ Street). six-eight

LINGUISTIC COMMENTARY

Typical language problems are: substitutions of en for on, omission of do; adding the before street names (the Elm Street); pronunciation of live as leaf and street as estreet.

Review	CONCEPTUAL FOCUS	Introduce
Identifying self and others by name Matching, one-to-one, the number names one-five with the corresponding series of people Matching, one-to-one, objects and people		Identifying self and others by address Matching, one-to-one, the number names six-eight with the corresponding series of people

CONCEPTUAL COMMENTARY

Typical conceptual problems are: visualizing abstract spatial relationships (understanding where someone lives without seeing the house); ordering numbers; and understanding the quantity each number represents.

MATERIALS

Activity 1: Use the puppet, Wink, and a blindfold.
Activity 2: Use the puppet, Blink.
Activity 3: Use the puppet, Blink.

1. WINK WANTS TO KNOW

Have the class seated in a circle. Tell what street you live on. Then choose a girl to be Wink and tell her to name anyone in the circle. When a pupil is named, have him stand and ask him where he lives. Have the class repeat the question. Then help the pupil respond. Continue the activity having Wink name all the children.

T: I live on (Market Street).
W: /naming a pupil/
(Maria)
T: Where do you live?
C: Where do you live?
P: /with teacher's help/
I live on (Grove's Farm).

Select a new Wink and blindfold her. Have her touch any pupil in the circle. As she touches the pupil, he rises and answers the question, Where do you live? Continue the activity.

2. BLINK THE COUNTER

Line the class up in two lines, one facing the other. Choose a boy to be Blink and have him walk between the lines, helping him and the class count the pupils in one line as Blink touches them. When he counts to six, guide the pupils in the other line to ask the sixth pupil where he lives. After the response, Blink continues down the line stopping at every sixth pupil.

C: /with teacher's help/
One, two,...six.
T&G1: Where do you live?
P: I live on (Elm Street).

Ask for new volunteers to be Blink. Repeat the above activity, but this time count out seven pupils. Repeat again, counting out eight pupils.

3. BLINK HELPS

Arrange the class in a seated circle. Give each pupil a cut out of a house. As the class counts with you, tap eight pupils and guide them to leave their "house" by walking a few steps away from the circle with you. With Blink on one hand, help the eight pupils return "home" by asking each one his name and where he lives. Have the class help Blink ask the questions.

C: /with teacher, counting out eight pupils/
One, two,...eight.
C: What's your name?
P: My name is (Mary).
C: Where do you live?
P: I live on (Sunnybrook Farm).

As each pupil replies, Blink escourts him back to his seat.

Continue the activity until everyone returns home. Count eight different pupils and select a pupil to be Blink to help the children return home.

TAKE-OFF IDEAS

*During the number period, have the class count the books or work sheets in sets of eights as they are passed out. This may also be done with other objects, such as pencils, crayons, and pieces of paper, when they are distributed during the day.

*At lunch time or recess, encourage the children to ask other pupils and people they come into contact with, their names and where they live. Have your pupils be prepared to respond to similar questions.

*As the children line up for recess, lunch, or to leave for home, have them count off by sixes, sevens, or eights.

*During penmanship, have the children count the number of lines on the paper.

*During recess or excercise, have the children count the number of times they bounce or throw a ball.

*During art, have the pupils color and cut out pictures of their houses. Put the houses on a simple map, showing the school and the general location of each child's house in relation to the school. Discuss the address of each child as you point to his house.

F L I C S MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 4

Review	LINGUISTIC FOCUS	Introduce
(My, His, Her) name is (_____).		How old (is, are) (he, she, you)? (I'm, He's, She's) (six) years old.
one-eight		nine-ten

LINGUISTIC COMMENTARY

Typical language problems are: use of I have (six) years for I am (six) years old; pronunciation of final ts in what's and final rs /rz/ in years; and substitution of "cheese" for she's.

Review	CONCEPTUAL FOCUS	Introduce
Matching one-to-one, the number names one-eight with the corresponding series of people Identifying self and others by name		Matching, one-to-one, the number names nine-ten with the corresponding series of people and objects Identifying self and others by age Ordering the numbers one-ten by rote counting

CONCEPTUAL COMMENTARY

Typical conceptual problems are: ordering of numbers, understanding the quantity that a number or number name represents, and matching facts about pupils with pupils.

MATERIALS

Activity 3: Use a blindfold.

1. COUNT TO TEN

Tap pupils and send them to the front of the room. Guide the class to count each pupil as he is tapped. Continue this until eight pupils have been tapped and counted. Then send the ninth pupil up front and model the word nine, having the class imitate you. Introduce ten in the same manner.

T&C: One, two, three,...eight.
T: /tapping ninth pupil/
Nine.
C: /with teacher's help/
Nine.
T: /tapping tenth pupil/
Ten.
C: /with teacher's help/
Ten.

When ten pupils are standing, have one pupil count the vacated chairs. Have another pupil tap and count the group of pupils standing. After each pupil is tapped and counted, have him take his seat. Continue the activity, using numbers from one through ten.

2. HOW OLD ARE YOU?

Tell the class that they are going to help you listen. Point to a pupil and ask him how old he is. Guide him to give the correct response. Then ask the class how old the pupil pointed to is.

T: /pointing/
How old are you?
P: /with teacher's help/
I'm (six) years old.
T: /to class/
How old is (he)?
C: /with teacher's help/
(He)'s (six) years old.

Alternate asking the question How old are you? between boys and girls several times. Then vary the procedure, letting pupils ask each other's ages. Then guide them to ask individuals How old is (he, she)?

3. GUESS WHO?

Have the class join hands and walk in a circle while a blindfolded volunteer stands inside and counts to ten. When ten is reached, the class stops walking. The blindfolded pupil then touches a pupil in the circle and asks him how old he is. Help the pupil touched to give the correct response. The volunteer then tries to guess the name of the person who answered his question. If he does not guess correctly, then the pupil touched gives his name.

V: /with teacher's help and touching a pupil/
How old are you?
P2: I'm (six) years old.
V: /guessing/
(His) name is (Jerry).
P2: My name's (Jack).

Continue the activity, blindfolding the pupils who was touched.

TAKE-OFF IDEAS

*Encourage members of the class to count objects as they help you pass them out, or collect them to be put away.

*As individuals are called on to read, they may also be asked how old they are.

*Have the class count off by tens when they leave the classroom. Ask every tenth pupil how old he is.

*Place two sets of masking tape numbers from one to ten on the floor near the classroom door. Encourage the class to step on the numbers and count as they go in and out.

*Have a pupil count aloud the number of pupils in his reading group and pass out the correct number of books. Collect the books in the same way.

*At recess, have each pupil collect ten acorns,or pebbles, or twigs. During art, have each pupil glue his ten objects in the shape of a face on a piece of cardboard. Crayons may be used to fill in missing details such as hair, mouth, etc. Discuss the number of items used and make up a name and age for each face.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 5

REVIEW

LINGUISTIC FOCUS - REVIEW

Asking and answering questions of identity, using information about:

name	**school**
age	**room**
address	**grade**

one-ten

CONCEPTUAL FOCUS - REVIEW

Matching, one-to-one, the number names one-ten with the corresponding series of people or objects
Identifying self and others by name, grade, age, room, school, and address
Matching, one-to-one, objects and people

MATERIALS

Activity 2: Prepare 10 pieces of colored cardboard in a bag.
Activity 3: Use the hand puppet, Blink.

1. HIS NAME IS

Arrange the class in a circle. Walk around the outside, tapping five pupils and counting to five. After tapping the fifth pupil, stand in front of that pupil, saying his name and telling what school he is in.

T: /tapping fifth pupil, a boy/
Five.
His name is (John).
He is in (Baker) School.

Take the place of the fifth pupil who was tapped, and have him walk around the circle, counting to five and tapping five pupils. He stops and tells the fifth pupil's name and school.

The activity may be repeated, telling the child's grade, age, or room after telling his name. To help the pupil who is making the statements, give cues to suggest the kind of statement he should make.

P1: /tapping fifth pupil, a girl/
Five.
T: Name.
P1: Her name is (Mary).
T: What grade.
P1: She is in first grade.
T: How old.
P1: She is (six) years old.
T: What room.
P1: She is in (Miss B's) room.

Continue the activity with several pupils.

2. BAG HOLDER

Place ten pieces of colored cardboard in a bag. Arrange the class in a circle on the floor and stand in the center with one pupil who will be the bag holder. Cover your eyes and take out some of the pieces. Count them aloud and then be the bag holder, returning your pieces to the bag.

T: /taking out four pieces/
One, two, three, four.

Have the first pupil then cover his eyes and take out several pieces and count them. Then he becomes the bag holder and another pupil stands up, taking out pieces. After counting them he becomes the bag holder for another pupil who stands up while the first pupil returns to his place.

P1: /taking out five pieces/
One, two, three, four, five.

Continue the activity until several pupils have had a turn at being the bag holder.

3. WHAT'S YOUR NAME?

Have the class sit in four rows. Blink asks the first pupil in row one his name and grade. The first pupil answers each question and then this pupil holds Blink. He asks each pupil in the first row his name and grade.

B: What's your name?
P1: My name is (Paul).
B: What grade are you in?
P1: I'm in first grade.

Continue, asking different questions in each row. In row two use What's your name? and What school are you in? In row three use What's your name? and What room are you in? In row four use What's your name? and How old are you?

SUGGESTED FIELD TRIPS

Arrange to ride the homeward bound bus with your class one afternoon after Lessons 1-4 have been completed. Instead of dropping off each pupil as the bus reaches his home, have the driver stop briefly while you and the class talk about the child's address and family. If time permits, have the driver stop at his home and at your house also for similar discussions. After the class has seen each child's house, have the driver make the return trip, dropping off each pupil at the usual stop.

Take a return trip to the principal's office, the cafeteria, the nurse's room, etc., as in Lesson 2. Reinforce the location of the various places, the names of the people revisited, and the identification phrases from Lessons 1-4.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying classroom resources that one has and does not have
- Identifying like objects and distinguishing them from unlike objects
- Identifying and matching classroom supplies with pictures, both of the supplies and their uses
- Identifying hidden pictures
- Identifying and matching personal hygiene objects with their uses

MATERIALS:

Activity 1: Use cars, balls, dolls, trucks, and two bags.
Activity 2: Prepare pictures with children doing activities with school objects. Use a box with scissors, pencils, paper, books, etc.
Activity 3: Prepare pictures with cutouts of pencil, guitar, iron, scissors.
Activity 4: Use a box of kleenex, one of band-aids, and a roll of paper towels.

1. ¿QUE HAY EN LA BOLSA? (to accompany lesson 6) WHAT'S IN THE BAG?

Muestre juguetes como carros, bolas, muñecas y camiones. Ayude a la clase a contarlos. Cuente niños en igual número haciéndoles pararse al frente. Hágales notar que necesita determinado número de niños porque tiene ese número de juguetes. Reparta los juguetes demostrándoles que alcanza un juguete para cada niño sin sobrar nada. Interrogue individual y colectivamente a los niños sobre lo que cada uno tiene. Haga a veces la pregunta de manera que la respuesta sea negativa. Pida a los niños con juguetes, que los pongan en bolsas y se sienten. Llame dos niños al frente y pregunte a otro si ellos tienen juguetes iguales o diferentes. Cuando la respuesta sea dada los niños sacarán los juguetes de la bolsa. Repita la actividad hasta que todos los objetos estén fuera de la bolsa.

Show toys, such as cars, balls, dolls, and trucks. Help the class to count them. Count the same number of pupils and have them stand in front. Show the class that you need a certain number of children because you have that number of toys. Distribute the toys, showing that there is just one toy for each child standing. Ask individuals and the class what each child with a toy has. Ask in such a way that some responses are negative. Have the pupils with toys put them in bags and sit down. Call two pupils to the front and ask another pupil to recall if their toys were the same or different. When the answer is given, the children take the toys from the bag. Repeat the activity until all the objects are outside the bags.

2. BUSCANDO LO QUE SE USA (to accompany lesson 7) FINDING WHAT IS NEEDED

Muestre láminas con niños que ejecutan

Show pictures of children performing

actividades usando utensilios escolares, como recortar, dibujar o leer. Interrogue a la clase sobre qué hace el niño de cada cuadro y qué usa para hacerlo. Reparta las láminas entre los niños. Como si cada niño estuviera ejecutando la acción de su lámina, pregúntele qué usa. Muestre una caja con tijeras, lápices, papel, libros, etc. Señalando una de las acciones pida a otro niño que saque de la caja lo que necesitaría para ejecutar esa acción. Repita la actividad con cada cartel.

actions with classroom objects, such as cutting, drawing, or reading. Ask what the child in each picture is doing and what he is using. Distribute the pictures. Ask each child what he would use if he were performing the action in his picture. Show a box with scissors, pencils, paper, books, etc. Showing one of the pictures, ask another pupil to pick out of the box the object he would need to perform that action. Repeat the activity with each picture.

3. IMITANDO (to accompany lesson 8) IMITATING

Reparta láminas en donde ha pegado recortes de objetos como: lápiz, tijeras, plancha, guitarra, etc. que sugieran acciones. Cada niño tratará de que ninguno otro vea su lámina. Un niño imitará la acción sugerida en su papel, sea escribir, recortar, aplanchar, etc. Otro niño la identificará para contestar. Si no logra identificarla se mostrará el papel y la clase responderá. Repita la actividad mientras los niños estén interesados.

Distribute pictures on which have been pasted cutouts of objects such as a pencil, scissors, an iron, a guitar, etc. Have each pupil keep his picture hidden. One pupil pantomimes the action suggested by his picture, such as write, cut, iron, etc., and another guesses what the action is. If he can't identify it, show the picture and have the class respond. Repeat the activity as long as the pupils are interested.

4. LO QUE NECESITAMOS (to accompany lesson 9) WHAT WE NEED

Muestre una caja de klinex, un rollo de toallas de papel y un paquete de curitas. Interrogue a los niños para asegurarse de que conocen el uso y el nombre de cada cosa. Dé a algunos niños curitas, toallas y klinex procurando que cada uno tenga sólo dos de esos artículos. Invite a un niño a que imite la acción de lavarse. Pregunte a la clase qué objeto necesitará para secarse y pídaselo a otro niño; si éste no lo tiene ayude a la clase para que digan que él no tiene toallas de papel, sólo curitas y klinex. Interrogue a otro niño que sí tiene lo necesario. Ayude en la respuesta. Repita la actividad con niños imitando alguien que se ha cortado y alguien llorando. Dé oportunidad para que los niños hagan imitaciones creando situaciones en las que ellos crean necesario el uso de un klinex, una curita o una toalla de papel.

Show a box of kleenex, paper towels, and band-aids. Question the pupils to make sure they know the use and name of each item. Give some pupils band-aids, towels, and kleenex, giving each pupil two of the three types of articles. Invite a pupil to pantomime washing his face and hands. Ask the class what the pupil would need to dry himself and ask another child for it. If the pupil asked doesn't have it, help the class to say that he doesn't have paper towels; that he has only band-aids and kleenex. Ask another pupil if he has what is needed. Help with the answer. Repeat the activity with children pantomiming somebody who has been cut or somebody crying. Give opportunities to the pupils to pantomime the situations in which it will be necessary to use a kleenex, a band-aid, or a paper towel.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 6

Review	LINGUISTIC FOCUS	Introduce
None		What do you have? (I, You) Have a (car). I don't have a (car). car, truck, doll, ball

LINGUISTIC COMMENTARY

Typical language problems are: use of I no have rather than I don't have; pronunciation of the vowel sound of truck and the /v/ sound in have.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying classroom resources that one has and does not have Identifying like objects and distinguishing them from unlike objects

CONCEPTUAL COMMENTARY

None

MATERIALS

Activity 1: Use a car, truck, ball, or doll for each pupil.
Activity 2: Use a car, truck, ball, and doll.
Activity 3: Use a car, truck, ball, doll, box, and a paper bag.

1. ANSWER GAME

Set a ball, doll, car, and truck where the class can see them. Hold up one and tell the class what you have.

T: /holding up a car/
I have a car.
/holding up a ball/
I have a ball.

Continue the activity, introducing the names of all four toys. Then pass out toys so each pupil has either a car, truck, ball, or doll. Have all the pupils with the same toys stand. Ask them, "What do you have?" and guide them to answer correctly. After answering, the group sits down and another group stands. Guide the first group to ask a second group what they have, and help the second group answer.

T: /to group with cars/
What do you have?
G1: /with teacher's help/
I have a car.
/sitting down, to G2 with teacher's help/
What do you have?
G2: /standing/
I have a (doll).

Continue the activity with smaller groups and individuals.

2. WHAT DO YOU HAVE?

Call a volunteer up front and give him a toy. Have one yourself that is different from the one the pupil has. Ask him what he has and guide him to answer. Tell him that you don't have the same toy he has, that you have a different one.

T: /to pupil with a car/
What do you have?
P: I have a car.
T: /showing her truck/
I don't have a car.
I have a truck.

Now have the pupil ask you what you have. Guide him through the pattern of asking and then telling you he has something else. Continue the activity with pairs of pupils asking and answering the question.

3. WHAT'S IN THE BAG?

Place a ball, doll, car, and truck in a box. Have a pupil choose one of the toys and place it in a paper bag so that the rest of the class cannot see which toy was chosen. Guide volunteers to make a correct statement about the object in the bag. If the statement is not correct, the pupil with the bag replies negatively. The pupil continues making statements until one is correct.

P1: /guessing, to a pupil who has chosen a ball/
You have a truck.
P2: /with teacher's help/
I don't have a truck.
P1: You have a car.
P2: I don't have a car.
P1: You have a ball.
P2: /showing the ball/
I have a ball.

The pupil who made the correct statement then chooses a toy to put in the bag and the activity continues.

TAKE-OFF IDEAS

*During the day, structures from the lesson may be used with vocabulary that you feel the pupils are already familiar with, as well as the vocabulary presented in the lesson. Examples of such times are given below.

*At eating times ask pupils the question What do you have? using familiar foods and utensils.

*During recess ask children the question What do you have? Encourage them to question each other about familiar toys as well as the new toys introduced.

*During clean-up, have "helpers" stationed at various cupboards. Guide the "helpers" to tell pupils who do not have an item that belongs in their cupboard You don't have a (car) so that the pupil will not put his item away in an inappropriate place.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 7

Review	LINGUISTIC FOCUS	Introduce
one-ten		I (want, need) a (book). I want to (read). I don't want to (read). I don't need a (book). book, crayon, pencil, piece of paper read, draw, write

LINGUISTIC COMMENTARY

Typical language problems are: difficulty in pronouncing the oo in book and the y in you, and a tendency to omit the do in What do you want?

Review	CONCEPTUAL FOCUS	Introduce
Matching, one-to-one, the number names one-ten with the corresponding series of objects		Identifying and matching classroom supplies with pictures, both of the supplies and their functions Demonstrating how to exchange resources Identifying and satisfying pupil needs in the classroom

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding the relationship between classroom supplies and their functions, and difficulty understanding the quantity represented by a number name.

MATERIALS

Activity 1: Use books, crayons, pencils, pieces of paper, and prepare pictures of the objects; use the puppets Wink and Blink.

Activity 2: Prepare pictures of pupils reading, writing and drawing; use books, pencils, crayons, pieces of paper, and Wink and Blink.

Activity 3: Prepare a picture of a store; use books, crayons, pencils, pieces of paper, and Wink and Blink.

1. MATCH THE PICTURE

Seat the pupils in a circle, with books, crayons, pieces of paper, and pencils in the center. Count to ten with the class. As you say each number name, use Blink to give a pupil a picture of one of the above items. Repeat the counting until each pupil has one picture. Tell Blink to ask a pupil who has a picture of a book what he wants. Using Wink, whisper the name of the object corresponding to the pupil's picture and help him to answer the question.

C: /counting pictures with teacher, as Blink hands them out/
One, two, three,...ten.
T: /to Blink/
Ask (Paul) what he wants.
B: /to P1/
What do you want?
W: /whispering to P1/
A book.
P1: /with Wink's help/
I want a book.

Blink hands P1 a book to match his picture.

Continue the activity, matching the pencils, crayons, pieces of paper, and other books with the pictures the pupils are holding.

2. WHY?

Seat the pupils in a circle and place objects in the center as in Activity 1. Distribute pictures of pupils reading, drawing, and writing. Have Blink go to a pupil and, following your directions, ask the pupil what he wants and why. Have the pupil tell what he wants, using the object in his picture as a cue. Wink helps him to tell why he wants the object.

T: /to Blink/
Ask (P1) what he wants.
B: /to P1, who has picture of someone reading/
What do you want?
P1: I want a book.
T: /to Blink/
Ask him why.
B: /to P1/
Why do you want a book?
W: /whispering to P1/
To read.
P1: /with Wink's help/
I want to read.

Continue the activity with write and draw, and the other objects the pupils can name.

3. AT THE STORE

Show a picture of a store. Using a table as a "store", place pencils, crayons, books, and pieces of paper on the table. With Blink on one hand and Wink on the other, help one pupil to be the storekeeper and another to be a customer, and carry out a dialogue such as the following:

W: /whispering to P1/
You want to draw.
P1: I want to draw.
B: /whispering to P2/
Ask him what he needs.
P2: What do you need?
W: /whispering to P1/
You need a crayon.
P1: I need a crayon.

Blink hands Pupil 2 a book and he hands it to Pupil 1.

W: /whispering to P1/
You don't want to read.
You don't need a book.
You need a crayon.
P1: I don't want to read.
I don't need a book.
I need a crayon.

Pupil 2 hands Pupil 1 a crayon and pretends to receive money. Repeat the dialogue until several pupils have had a turn being the storekeeper and the customer.

TAKE-OFF IDEAS

*When beginning classroom activities using the materials in this lesson, use the lesson dialogues in handing out materials or in having pupils hand out materials.

*During music have the seated class sing, "Ten Little (Indians)", counting ten pupils, pencils, crayons, etc.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 8

Review	LINGUISTIC FOCUS	Introduce
I want to (read). I (need, have) a (book). read, draw, write book, pencil, piece of paper, crayon ball, car, truck, doll		(He) wants to (read). (He) (needs, has) (scissors). What does (he) (have, need)? cut, paste; scissors, paste

LINGUISTIC COMMENTARY

Typical language problems are: use of simple forms (<u>want</u>, <u>need</u>, <u>have</u>) in place of <u>s</u> form (<u>wants</u>, <u>needs</u>, <u>has</u>); omission of auxiliary <u>does</u> in the question, and the pronunciation of <u>rs</u> /rz/ in <u>scissors</u>.

Review	CONCEPTUAL FOCUS	Introduce
Identifying and matching classroom supplies with pictures, both of the supplies and their function Identifying and satisfying pupil needs in the classroom Demonstrating how to exchange resources		Identifying and matching classroom resources by their functions Recalling hidden pictures Identifying activities by their parts

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty with visual recall of the content of pictures being held by specific pupils, difficulty predicting the nature of a complete task on the basis of seeing only a partially completed task.

MATERIALS

Activity 1: Use paste, scissors, pencils, crayons, pieces of paper, books, and pictures of these objects.
Activity 2: Prepare pictures of a ball, car, truck, and doll.
Activity 3: Prepare pieces of paper on which are illustrated the idea of writing, cutting, pasting, drawing.

1. SUPPLY MAN

Show the class paste and scissors while naming them and telling their use. Demonstrate how they use paste to paste and scissors to cut. Have the class repeat the word and phrase.

T: /showing how to use scissors/
Scissors, to cut.
C: Scissors, to cut.
T: /showing how to use paste/
Paste, to paste.
C: Paste, to paste.

Set up a table as a "supply office", with pictures on the side facing the class and objects on the side where the "supply man" is standing. Have a pupil go to the "supply office", select a picture illustrating the object he wishes to use, and tell what he wants to do and what he needs. Tell what he needs, and have the class repeat. Then have the "supply man" exchange the picture for an appropriate object.

P1: /to "supply man", selecting a picture of a child reading/
I want to read.
I need a book.
T&C: He wants to read.
He needs a book.
The "supply man" takes the picture and hands Pupil 1 a book.

Continue the activity, using pictures of children writing, drawing, cutting, and pasting.

2. CAN YOU REMEMBER?

Place along the chalktray a picture of a ball, a car, a truck, and a doll. Call four pupils to the front, have each select a picture, show it to the class, and tell what he has. Then have the pupils hold their pictures close to them so the class cannot see, and shift their position several times. Give the names of pupils and objects as cues and have the class use the cues to guess what each pupil has. If the guess is wrong, the pupil being referred to shakes his head no. If the guess is correct, the pupil shakes his head yes and tells the class what he has.

The pupils identify their pictures and shift positions.
T: /referring to P1, with truck/
(Mary), car
C: /with teacher's help/
(Mary) has a car.
Pupil 1 shakes her head no.
T: (Mary), truck
C: (Mary) has a truck.
P1: /shaking her head yes/
I have a truck.

3. LET'S PRETEND

Distribute to the pupils pieces of paper on which there is a cue, such as letters to suggest writing, a partial picture to suggest drawing, a pasted circle to suggest pasting, and a pair of scissors to suggest cutting. Have a pupil pantomime the action suggested by his piece of paper. Guide the class to ask questions with have and need and call on volunteers to answer.

Pupil 1 pretends to write.
T: /referring to P1/
What does he have?
C: What does he have?
V: He has a piece of paper.
T: What does he need?
C: What does he need?
V: He needs a pencil.

TAKE-OFF IDEAS

*At the beginning of periods when familiar objects are passed out, tell the class about the activities that they are going to do and then have them say what they need and which activity they want to do.

*When materials are distributed, call on volunteers to ask other pupils what they need, and to tell you what other pupils have and what they need.

*During art, have pupils cut out magazine pictures of things they want or need and paste them on construction paper. Discuss each picture, contrasting want and need.

*During a free period, help the class name as many objects in the classroom as they can. Then help them tell what each is needed for.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 9

Review	LINGUISTIC FOCUS	Introduce
What does (he) need? (He) (has, needs) a (kleenex). I (have, need) a (kleenex). I don't need a (kleenex).		(He) doesn't (have, need) a (kleenex). kleenex, paper towel, band-aid

LINGUISTIC COMMENTARY

Typical language problems are: pronunciation of /dz/ in needs, /z/ in has, /nt/ in don't and doesn't; confusion of has-have, need-needs, don't-doesn't; and non-standard use of s in negative (doesn't needs).

Review	CONCEPTUAL FOCUS	Introduce
Identifying and matching classroom resources by their functions		Identifying and matching personal hygiene objects with their functions Identifying missing objects

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty with matching items with names of items, observation of a situation, identification of a needed item, and recall of a missing item when two out of three items are shown.

MATERIALS

Activity 1, 2: Prepare pictures of a girl crying, a boy with a cut on his leg, and a boy who has spilled some paint.

Activity 1, 3: Prepare small band-aids, kleenex and paper towels (full size and a small piece of each with a loop of tape on the back).

Activity 3: Prepare ditto sheets with pictures in Activity 1.

1. WHAT DOES HE NEED?

Display a kleenex, a band-aid, and a paper towel, and have Wink pick them up one at a time. Ask Blink to identify the objects, and have him direct the class to tell what Wink has.

Wink picks up a kleenex.

T: /to Blink/
What does Wink have?
B: A kleenex.
/to class/
Tell (Miss Brown) what Wink has.
C: /with Blink's help, if needed/
Wink has a kleenex.

Display three pictures: one of a girl crying, one of a boy with a cut on his leg, and one of a boy who has spilled some paint. Point to the pictures one at a time. Have Wink guide one half of the class to identify the needed object using doesn't have and have Blink guide the other half of the class to identify the needed object using needs. Have a volunteer place the appropriate object by the picture.

The teacher displays a picture of a girl crying.

W: She doesn't have a kleenex.
G1: She doesn't have a kleenex.
B: She needs a kleenex.
G2: She needs a kleenex.

A volunteer places a kleenex by the picture.

Continue the activity, using the remaining pictures.

2. GUESS WHAT HE NEEDS

Divide the class into two groups. Let a pupil from Group 1 choose one of the three pictures used in Activity 1, and pantomime the action. Have Group 1 ask what the pupil pantomiming needs and call on pupils in Group 2 to guess If the guess is correct, have Group 1 confirm the guess. If the guess is wrong, have the pupil performing the action say he doesn't need that object and have Group 1 confirm his statement. If necessary, help pupils question and respond.

A pupil from Group 1 pantomimes spilling paint.

G1: What does he need?
P2: /from G2, guessing/
He needs a band-aid.
P1: I don't need a band-aid.
G1: He doesn't need a band-aid.
P2: /from G2, guessing again/
He needs a paper towel.
P1: /confirming the guess/
I need a paper towel.
G1: He needs a paper towel.

Continue with the other pictures, then reverse the groups.

3. MATCHING

Prepare ditto sheets with the three pictures from Activity 2 on them. Prepare small pieces of kleenex and paper towel with loops of tape on the back, and small band-aids which are to be stuck to the sheet on the right picture. Give each pupil a ditto sheet and only two of the three items. One pupil is "supply man" and another is "delivery man". Wink asks pupils what they have and need and whispers the needed item to the "delivery man" who goes and tells the "supply man". "Delivery man" gets the item and brings it to the pupil.

W: What do you have?
P1: /with help if necessary, pointing to the items/
I have a band-aid.
I have a paper towel.
W: What do you need?
P1: /whispers to "delivery man"/
He needs a kleenex.
DM: /goes and tells "supply man"/
He needs a kleenex.

Repeat until all pupils have completed their sheets. Use don't and doesn't appropriately if errors are made.

TAKE-OFF IDEAS

*When distributing materials, have a "reporter" tell what pupils or groups in his row don't have and need.

*Throughout the day, as pupils need kleenex, soap, etc., help them use phrases from Activities 1, 2 and 3.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 10

REVIEW-EVALUATION

This lesson aims at determining how well the pupils incorporate the structures and vocabulary of Unit I into modified language situations. It is followed by a record sheet. You should attempt to elicit individual responses from all pupils in these activities, and keep accurate records. It is recommended that you use a tape recorder. Careful use of Lesson 10 should help you to focus on specific problems your pupils are having.

The dialogs in Lesson 10 do not represent the structures that the pupils must say. A stimulus is given and the pupil will select his answer from those structures he knows. The response written is only an example of a possible response which a pupil may give.

LINGUISTIC PROGRESS CHECK

Asking and answering questions
Use of need and have
Number names one - ten

CONCEPTUAL PROGRESS CHECK

Identifying children by name, age, address, school, grade, and room
Identifying classroom objects
Relating classroom objects to their functions
Matching a series of number names with a series of objects or actions

MATERIALS

Activity 1: Use a ball, a phonograph (if no phonograph is available use any music media).
Activity 2: Use many crayons, pencils, scissors, paste, pieces of paper in a box.
Activity 3: Use a tape recorder and several children "visitors" from third or fourth grade classrooms.

1. IDENTITY INFORMATION

Seat the children in a circle on the floor. Help the children pass a ball to one another around the circle while music is playing. Stop the music and ask the pupil with the ball to ask his neighbor how old he is.

T: /to Pupil 1 with ball, while indicating next pupil in line/ Ask him how old he is.
P1: /to Pupil 2/ How old are you?
P2: I am (six) years old.

Continue the game by starting and stopping the music again and telling the pupils to ask questions about name, school, grade, room and address. If necessary, when the music stops help the child with the ball to keep the ball.

2. WHAT DOES HE NEED?

Have the class sit in their chairs in a semi-circle. Pass out crayons, pencils, scissors, paste, and pieces of paper, one object to each pupil. Have one pupil come to the open end of the semi-circle. Ask him what he has and tell him he wants to draw, paste, cut or write. Ask him what he needs. Ask Pupil 2 what the first pupil needs. Then ask individual pupils to tell what they have until one has the object that Pupil 1 needs. The pupil who has the needed object gives his object to Pupil 1 and exchanges places with Pupil 1.

T: /to Pupil 1/ What do you have?
P1: I have a (piece of paper).
T: /to Pupil 1/ You want to write. What do you need?
P1: I need a (pencil).
T: /to any pupil in class/ What does he need to write?
P2: He needs a pencil.
T: /to Pupil 2/ What do you have?
P2: I have paste.
T: /to another pupil in class/ What do you have?
P3: I have a pencil.

Have the new pupil at the open end of the semi-circle choose a crayon, pencil, scissors, paste or paper from the box and repeat the activity. Continue until several pupils have a pair of objects; then, ask each of the remaining pupils what objects they have and what object they need. Allow each pupil to select his object from the box.

3. QUESTION TIME: PUPIL VISITOR

Have the class sit in a semi-circle. Sit at the open end with the visitor, a child from the third or fourth grade. Tell the class to help you "interview" their guest. Get them started by asking the first question yourself if necessary.

T: What is your name?
V1: Maria.
P1: How old are you?
V1: I'm nine years old.
P2: What grade are you in?
V1: Fourth grade.

Continue the activity for five or ten minutes, and have the class interview other visitors if possible. Make sure that each question is answered and that the entire "interview" is taped so that you can listen to the questions more carefully at a later time.

TAKE-OFF PROGRESS CHECK

*It is important to determine the progress which individual pupils have make in counting. Ask individual pupils to count to ten at various times during the day. Keep track of the counting on the record sheet.

*As children are lining up, have one pupil count off ten pupils. Then have the tenth pupil count another ten.

*Give different pupils sets of ten items which are needed during an activity. Have each pupil count them as he passes them out.

*During recess time, listen to individual pupils count the number of times that they bounce or throw a ball.

RECORD SHEET - LESSON 10

Following is a list of the main structures checked in Lesson 10. As each pupil responds to an item, place a mark indicating whether he uses a "Standard" or "Non-Standard" form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
How old are you?	卌 卌	卌	15	10/15x100=67%

For this structure, there were fifteen responses; 67% of these were in Standard form.

STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENT STANDARD
1. How old are you?				
I'm (-) years old.				
What grade are you in?				
What room are you in?				
What school are you in?				
I'm in (-).				
Where do you live?				
I live (at) (-).				
What's your name?				
My name is (-).				
2. I have....				
I need....				
He needs....				
He has....				
3. Questions------GOOD	FAIR	POOR	TOTAL	PERCENT "GOOD"
4. Counting------ACCURATE	NON-ACCURATE		TOTAL	PERCENT "ACCURATE"

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return sheet to:

Michigan Migrant Primary Interdisciplinary Program
3800 Packard Road
Ann Arbor, Michigan 48104

Lesson	Clarity of Instructional Intent	Teachability of Activities	Relation to Pupils' Language Needs	Relation to Other Areas of Curriculum
1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

UNIT 2

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSONS UNIT 2

The first grade child seeks independence. He wants to do things for himself. He likes to help in the planning and implementation of his school activities. For the Spanish-speaking child to develop independence in the classroom, he needs to be able to understand and use commands and to ask and answer questions in English language structures.

LINGUISTIC FOCUS

Unit Two basically contains simple commands and question and answer structures in the present and past, and negative and affirmative, which deal with:

THE LOCATION OF AND SAFE MANNER OF MOVEMENT FOR

PEOPLE AND ROOM RESOURCES

CONCEPTUAL FOCUS

Unit Two contains activities which are basically designed to help the first grade child with the following:

MATCHING RESOURCES TO ACTIVITIES

LOCATING AND ACQUIRING RESOURCES

CORRESPONDING, ONE-TO-ONE

SEQUENCING NUMBERS, PRE-ADDITION AND PRE-SUBTRACTION

MOVING FAST AND SLOWLY

LOCATING OBJECTS AND PEOPLE IN RELATION TO OTHER PEOPLE, OBJECTS AND PLACES

MOVING PEOPLE AND OBJECTS THROUGH SPACE

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
Identifying and distinguishing locations
Identifying and distinguishing walking and running
Identifying and distinguishing to and away from
Demonstrating that resources can be moved by people to other people and places

MATERIALS:
Activity 1: Use small objects on hand, such as a book or a pencil.
Activity 4: Prepare sheets of paper with drawings to color; use a box of crayons.

1. "FRIO, CALIENTE" (to accompany lesson 11) "COLD, HOT"

Diga a los niños que van a jugar "Frío, caliente". El juego consiste en esconder un objeto, mientras la clase se tapa los ojos. Distintos niños tendrán la oportunidad de indicar un lugar en donde ellos creen que el objeto podría estar. El niño que lo escondió dirá si está o no está en el lugar indicado, agregando la palabra frío si el sitio nombrado está muy distante del objeto y caliente si está cercano. Guíe a los niños para que escondan el objeto dentro de una caja o una gaveta a veces, y sobre otro objeto otras, para hacerles notar que la palabra en, puede significar dentro o sobre. Repita el juego varias veces.

Tell the children that they are going to play "Cold, Hot". The game begins by hiding an object while the class covers their eyes. Different children then have the opportunity to tell the place where they believe the object might be. The child that hid it will say if it is or is not in or on the pointed place, adding the word cold if the place named is very far from the object and hot if it is near. Guide the children to hide the object in a box or a drawer, or on other objects, to lead them to observe that the word en may mean inside or on. Repeat the game several times.

2. LOS ESCONDIDOS (to accompany lesson 12) THE HIDERS

Invite a los niños a jugar escondido. Todos se cubrirán los ojos excepto dos que Ud. esconderá, uno detrás de la puerta y otro al lado del armario. Al destapar los ojos otro niño dirá donde están los escondidos y la clase repeti-

Invite the children to play hide-and-seek. All will cover their eyes except two: one you will hide behind the door and the other beside the cupboard. When the pupils look, a third child will tell where the hidden chil-

rá. Pregunte a los niños dónde están los que se escondieron usando y haciendo que usen apropiadamente delante de, detrás de y al lado de. Algunas veces al hacer la interrogación nombre un lugar donde no están para obtener respuestas negativas. Repita esta actividad varias veces.

dren are and the class will repeat. Ask the children where the hidden children are, using and making them use correctly in front of, behind, and beside. Sometimes, when asking the question name a place where they aren't, to elicit negative answers. Repeat this activity several times.

3. CORRIENDO (to accompany lesson 13) RUNNING

Pida a los niños que formen un círculo colocándose uno detrás del otro. Pírese Ud. con Blink en el centro, e invítelos a seguir las indicaciones que Blink dará. Al iniciar el juego pedirá que caminen muy despacio. Cuando hayan dado unos pasos indicará que lo hagan más ligero y continuará pidiéndoles que aumenten la velocidad hasta que corran. Pedirá luego que no corran y vayan más despacio cada vez hasta quedar parados. Blink dará luego indicaciones a niños o a grupos como; Aléjate del círculo, Ve a la mesa, Ven acá, Tráeme la tiza, etc. Distintos niños tomarán el lugar de Blink dando las indicaciones.

Ask the children to form a circle placing one behind the other. Stand with Blink in the center and invite them to follow the directions Blink is going to give. To start the game ask them to walk very slowly. When they have gone a few steps, tell them to go faster. Continue asking them to increase their speed until they are running. Then ask them not to run and to go slower until they have stopped. Blink then gives directions to children or groups, such as Go away from the circle, Go to the table, Come here, Bring me the chalk, etc. Ask different children to take Blink's place.

4. WINK TRAE Y LLEVA (to accompany lesson 14) WINK BRINGS AND TAKES

Divida la clase en tres o cuatro grupos que se colocarán a cierta distancia unos de otros. Una niña será Wink. Invítelos a colorear un dibujo cada grupo pero usando una sola caja de crayolas. Explíqueles que Wink les dará la crayola del color que necesiten si ellos levantan la mano y esperan su turno para pedirla. Un niño del grupo donde Wink fue a entregar la crayola debe dar permiso a Wink de pasar a otro grupo cuando otra crayola le sea pedida. Guíe los niños para que usen las formas trae y lleva, al dirigirse a Wink ya sea para pedirle la crayola que necesitan o autorizándola para que lleve la crayola que ha pedido otro grupo. Sugiera a los niños que usen diferentes colores animándolos para que los pidan. Guíelos para que el mayor número de niños participen en el diálogo. Cambie con frecuencia a la niña que hace de Wink para dar oportunidad a varios niños.

Divide the class in three or four groups that will be placed at a certain distance from one another. A girl will be Wink. Invite each group to color a drawing, but using only one box of crayons. Explain that Wink will hand them the crayon of the color they need if they raise their hands and wait for their turn to ask for it. A child of the group where Wink went to hand a crayon must give Wink permission to go to another group when another crayon is asked for. Guide the children to use the forms bring and take when they ask Wink for the crayon they need or to authorize her to take the crayon that the other group asked for. Suggest to the children that they use different colors, encouraging them to ask for them. Guide them so the largest number of children possible can participate in the dialogue. Change the girl that is Wink frequently to give chances to several children.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 11

Review	LINGUISTIC FOCUS	Introduce
one-four he, she car, truck, doll, ball		Where's (the ball)? (It's, It's not) (on, in) the (box). (In, On) the (cupboard). box, table, cupboard, floor

LINGUISTIC COMMENTARY

Typical language problems are: substitution of en for in and on; pronunciation of /ts/ in it's and /rz/ in where's.

Review	CONCEPTUAL FOCUS	Introduce
Matching, one-to-one, the number names one-four with the corresponding series of objects		Identifying and distinguishing in and on positions Identifying resource locations Obtaining and using resources

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty discriminating the physical difference between on and in positions.

MATERIALS

Activity 1, 2: Use a box, table, cupboard; ball, car, truck, doll, and Wink and Blink.

Activity 3: Use books, pencils, paper, paste, scissors, and Wink.

1. BLINK LOOKS FOR TOYS

Have the pupils sit in a semicircle, facing a cupboard, a table, and a box on its side. Put a truck on the table, a doll in the cupboard, a ball on the floor, and a car on the box. Use Blink and have him look around, repeatedly asking where the car is. Have Wink tell him where it is. Then have Blink ask the class where the car is and have Wink help the class respond.

B: /repeatedly asking question and looking around/
Where's the car?
W: /pointing to car/
It's on the box.
B: /to class/
Where's the car?
W&C: It's on the box.

Put the car in the box and repeat the dialog using in. Continue the activity with the other toys placed in the cupboard, on the floor, and on the table.

2. WINK FINDS FOUR TOYS

Have the pupils sit in a semicircle, facing a cupboard, a table, and a box on its side. Hold up a ball, a car, a truck, and a doll and count them. Hold Wink behind your back and help a pupil hide the toys, placing the ball in the box, the car in the cupboard, the truck on the floor, and the doll on the table. Have Blink and the class ask Wink where the ball is. As Wink begins to look on the table and floor, have Blink and the class tell Wink that the ball is not in either of those places, but that it is in the box. As Wink looks in the box have her exclaim that the ball is there. Then, have Wink hold up the ball and guide the class to say one, indicating that Wink has found one of her four toys.

B: /to Wink and modeling for class/
Where's the ball?
B&C: /to Wink again/
Where's the ball?
B: /as Wink looks on table/
It's not on the table.
B&C: It's not on the table.
B: /as Wink looks on floor/
It's not on the floor.
B&C: It's not on the floor.
B: /helping Wink/
It's in the box.
B&C: It's in the box.
W: /looking in the box/
It is in the box.
/holding up the ball/
One.
C: One.

Continue the activity, having Wink find the other toys and having the class recount the toys as each one is found.

3. DESK TIME ACTIVITIES

Have the pupils sit at their desks. Sit at a desk and have Wink on your hand. Have Wink say that she wants to read. Ask the class where a book is and help the class reply. Take Wink to get a book and return to "her" desk.

W: I want to read.
T: /to class/
She wants to read.
Where is a book?
C: /with teacher's help/
In the cupboard.

Continue the activity, having one volunteer at a time tell that he wants to read, cut, or paste. Have other volunteers tell him where to find the resources he needs. Have the pupil who wants to do something get his resources before continuing the activity.

TAKE-OFF IDEAS

*During an art period, have each pupil paint or color pictures of familiar objects on the inside and outside of a box. Throughout the period encourage the class and individuals to use the on and in phrases from Activities 1 and 2.

*During eating times, encourage the pupils to talk about where the dishes, silverware, and foods are located. Have the class and individuals use the in and on phrases with familiar words.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 12

Review	LINGUISTIC FOCUS	Introduce
one-ten box, table, cupboard		It's (beside) the (window). Where are you? beside, in front of, in back of chair, door, window

LINGUISTIC COMMENTARY

Typical language problems are: use of is for am and are; saying "in fron of" for in front of, "joo" for you and "shair" for chair.

Review	CONCEPTUAL FOCUS	Introduce
Ordering the numbers one-ten by rote counting		Identifying and distinguishing in front of, in back of, and beside positions

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty discriminating the physical difference between beside and in front of or in back of positions.

MATERIALS

Activity 1: Use Blink, a table, and a chair.
Activity 2: Use Blink, Wink, a table, chair, box, cupboard, paper and books.
Activity 3: Use Wink.

1. SKIP AND STOP

Take one pupil from his seat, skip with him to a position beside a chair and have him stand there. Skip with a second pupil to a position in front of the chair. Repeat with a third pupil, having him stand in back of the chair. Have Blink ask where one of the three pupils is. Answer the question and have the class repeat the answer.

B: /to teacher/
Where's (John)?
T: Beside the chair.
C: Beside the chair.

Repeat with the two other pupils, using in front of the chair and in back of the chair. Return the standing pupils to their seats.

Choose three other pupils and skip with each of them, leaving one beside the table, one in front of a window, and one in back of a chair. The dialogue is repeated, adding he's and she's.

B: /to teacher/
Where's (Maria)?
T: (She)'s beside the table.
C: (She)'s beside the table.

Continue, using in front of the window and in back of the chair.

2. MOVING MAN

Select a pupil to be the "moving man". Guide him to place a chair beside a box. Ask the class where the chair is. Use Wink to help them reply.

T: /to class/
Where's the chair?
W: It's beside the box.
C: It's beside the box.

Repeat, placing the chair beside a table and then beside the door. Next help the "moving man" place some paper in back of the table, and a book in front of a cupboard. Ask the class where the paper is, and have Blink give them the wrong answer. Use Wink to correct him and give the right reply, which the class repeats.

T: /to class/
Where's the paper?
B: It's in front of the table.
W: It's not in front of the table.
It's in back of the table.
C: /to Blink/
It's not in front of the table.
It's in back of the table.

Continue, asking for a book, with It's not in back of the cupboard. It's in front of the cupboard.

3. THE CIRCLE GAME

Have the class in a circle. Holding Wink, stand inside the circle. Tell the class to walk around in a circle, each pupil following the pupil in front of him. Tell the class to count to ten as they walk. When they reach ten have Wink call out a pupil's name. Guide the class to ask the pupil where he is. Help the pupil respond who he is in back of and in front of.

C: /as they walk in a circle/
One, two, three...ten.
W: /as the class counts ten/
(Bobby)!
Where are you?
C: Where are you?
B: /with help if necessary/
I'm in back of (Jane). I'm in front of (Juan).

Call on volunteers to be Wink and continue the activity several times.

TAKE-OFF IDEAS

*When having pupils put away objects, guide them to use lesson phrases and vocabulary in giving directions as to the correct place for items.

*During free play, or when standing in line to go out or in, ask individuals the location of other pupils and/or classroom objects.

*In physical education, during rhythmic games or dancing, use dialogues to help pupils recall team, game, and dance set positions.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 13

Review	LINGUISTIC FOCUS	Introduce
It's (on) the (table). Where is the (box)? on, in, beside, in front of, in back of		(Go) (to, away from) the (door). Don't (go) (to, away from) the (door). go, come, run, walk

LINGUISTIC COMMENTARY

Typical language problems are: the substitution of no (go) or don (go) for don't (go), and difficulty with the vowel sound in come and run.

Review	CONCEPTUAL FOCUS	Introduce
Identifying and distinguishing in and on positions Identifying resources by their uses Identifying resource locations Obtaining and using resources Matching, one-to-one, number names with the corresponding series of objects		Identifying and distinguishing to and away from Identifying and distinguishing walking and running

CONCEPTUAL COMMENTARY

Typical conceptual problems are: confusing to and two as meaning two objects or places; difficulty understanding that to go away from does not mean to go in a specific direction

MATERIALS

Activity 1: Use two balls, dolls, cars, trucks, and boxes; a table, a cupboard, and Blink.

Activity 2: Use pencils, paste, pieces of paper, table, cupboard, chair, books, crayons, and Blink.

Activity 3: Use Wink and a table.

1. FIND THE BOX

Hide, in separate places, two boxes, each containing a ball, doll, car, and truck. Stand with Blink beside a table and say, "Come to the table." Beckon the class to come to you. Then point to the door and say, "Go to the door." Help the class follow your instructions. Tell the class that Blink is playing a game and has hidden some of their toys. Blink will help them look for their toys by giving them directions, but he needs some helpers. Divide the class into two groups, one at the door and one at the table. Guide the second group to repeat the modeled directives as the first group carries them out.

B: Come to the table
G2: /with teacher's help/
Come to the table.
B: Go away from the table.
Go to the cupboard.
G2: /with teacher's help/
Go away from the table.
Go to the cupboard.

When one box is found ask the class about the box and its contents, guiding them to make the correct response.

B: Where is the box?
G2: It's on the floor.
B: /while showing inside of box/
Where is the ball?
G2: It's in the box.

Repeat with the other box, having Group 1 give the directives.

2. WALK AND RUN

Set pencils and paste on a table, pieces of paper on a chair, and books and crayons in the cupboard. Show pictures of children walking or running, and call on volunteers to demonstrate. Choose a pupil to be Blink. Tell the class that Blink wants to write and they are going to help him get the things he needs. With your help, the class directs Blink where to go to get the appropriate objects.

T: Run to the table.
C: Run to the table.
T: /after Blink has run to the table and picked up a pencil/
Go away from the table.
Walk. Don't run.
C: Go away from the table.
Walk.
T: Walk to the chair.
C: Walk to the chair.

After collecting the objects needed have Blink count them. With a new pupil as Blink, repeat the activity collecting the things needed to paste, and then to read.

3. WINK SAYS

Divide the class in two groups and say that Wink wants to play a game. Have Wink give some directions that Group 1 is to repeat. Group 2 carries out only those directions in which the expression Wink says occurs. If the expression Wink says does not occur then Group 1 uses don't with the directives and Group 2 stands still.

W: Wink says, "Run to the door."
G1: /with teacher's help/
Run to the door.
W: /after class has run to the door/
Go to the table.
G1: /with teacher's help/
Don't go to the table.

Vary the directives to include walk, run, come, go, to, and away from, having Group 2 give the directions to Group 1. Have Group 1 respond appropriately to the directions.

TAKE-OFF IDEAS

*Encourage the class to play Wink Says and similar games, such as Simon Says, during play times.

*When lining up the class play a game similar to that in Activity 1.

*During music class, have one group tell another group whether to walk or run according to whether the music is slow or fast.

*During reading times, let pupils gather the members of their reading groups using the new directives.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 14

Review	LINGUISTIC FOCUS	Introduce
paper, paste, scissors truck		(Put) the (ball) (here, there). put, bring, take

LINGUISTIC COMMENTARY

Typical language problems are: pronunciation of the vowel sound in put and the th sound in there; and establishing the relationship between take-there and bring-here.

Review	CONCEPTUAL FOCUS	Introduce
Matching, one-to-one, the number names one-ten with the corresponding series of strides		Demonstrating that resources can be moved by people to other people and places

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty in establishing the positional relationship of the speaker to two places of unequal distance from the speaker.

MATERIALS

Activity 1: Use 2 pieces of paper, 2 pairs of scissors, pencils, and 2 crayons.
Activity 2: Use chalk, a picture of a garage, a picture of a school, and a truck and Blink.
Activity 3: Use a truck containing 1 pair of scissors and 1 jar of paste.

1. THE EXCHANGE

Have the class seated in a semicircle, leaving the middle chair empty. Place another chair ten strides in front of and facing the semicircle. Have the pupils count the strides with you. Select a girl to sit in the middle chair and a boy to sit in the front chair. Give the girl two pieces of paper and the boy two pairs of scissors. Stand next to the girl and explain to the class that the girl wants to cut but has no scissors. Tell the class that the boy will give scissors to the girl. Point to the girl and say to the boy, "Bring the scissors here." Have the class repeat the directive with you.

T: /while pointing to the girl/
Bring the scissors here.
T&C: Bring the scissors here.

Have the boy return to his seat after he delivers the scissors. Next, explain to the class that the boy wants to cut but has no paper. Tell the class that the girl will take paper to him. Point to the boy and say to the girl, "Take the paper there." Help the class repeat the directive.

T: /while pointing to the boy/
Take the paper there.
T&C: Take the paper there.

Repeat with other pupils, using different sets of objects such as pencils and paper or crayons and paper.

2. BLINK THE TRUCKMAN

Divide the class into two semicircles having the groups face one another. On the floor, inside of the first semicircle, place a picture of a school. Inside the second semicircle, place a picture of a garage.
First show the picture and explain that a garage is where trucks and other vehicles belong. Select a boy to be Blink. Place a truck in the school telling the class that it is the wrong place to keep a truck and that they can help Blink put it in the right place. With Blink, stand by school, point to garage, and say "Put the truck there. Help the first group repeat the directive. Next put the truck in school again and stand by garage. While pointing to garage say to Blink, "Bring the truck here." Have the second group repeat the directive.

T: /standing by school while pointing to garage/
Put the truck there.
T&G1: Put the truck there.
T: Bring the truck here.
T&G2: Bring the truck here.

Repeat the activity, selecting different boys to be Blink.

3. THE TRUCKDRIVER

P3 (paste)

P2 (truckdriver)

P1 (cut)
Class

Arrange the class and three pupils as in the diagram above. Give Pupil 2 a truck containing scissors and paste. Explain that he is the "truckdriver" who will deliver to the other two pupils the things they need. Say that Pupil 1 wants to cut, he needs scissors, and Pupil 3 wants to paste, he needs paste. Standing with the class, help them direct the "truckdriver" to deliver the objects to the pupils.

T&C: Bring the scissors here.
Take the paste there.

Repeat, pointing at and cuing Pupil 3 and Pupil 1 to direct the truckdriver.

T: /pointing at P3/
Bring...
P3: Bring the paste here.
T: /pointing at P1/
Take...
P1: Take the paste there.

TAKE-OFF IDEAS

*During the day, point out to the class people who bring or take things to them or others. Have one pupil direct and another pantomime bringing or taking things.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 15

REVIEW

LINGUISTIC FOCUS - REVIEW

Telling where people and objects are located by using in, on, beside, in front of, in back of, here, and there
Giving commands of direction using to and away from
Using the number names one through five

CONCEPTUAL FOCUS - REVIEW

Demonstrating that people can move in directions and manner
Demonstrating that objects and people can be located in many places
Ordering the numbers one-ten by rote counting
Demonstrating that resources can be moved by people to other people and places

MATERIALS

Activity 1: Use a ball and a row of chairs.
Activity 2: Draw a chalk circle on the floor.
Activity 3: Use two erasers and two pieces of chalk.

1. HIDE THE BALL

Have the class sit in one corner of the room. Using a row of chairs, make a "corridor" extending from the class, along the side of the room. Ask one pupil to cover his eyes while another pupil hides a tiny ball somewhere along the "corridor". When the "hider" returns to the group, have the first pupil look for the ball. Guide the class to give the "searcher" three hints. As he walks away from the group and toward the ball, say with the class, "Go, go, go..." If he goes beyond the place where the ball is hidden, say with the class, "Come, come, come..." and motion him back toward the class. If he stops near the ball say with the class, "You're there." When the pupil finds the ball, help the class ask him where it is. After he responds, ask the class where the pupil is.

T&C: /as "searcher" goes toward hidden ball and away from class/
Go, go, go.....go.
/if "searcher" goes beyond hidden ball/
Come, come, come....come.
/when "searcher" stops near ball/
You're there.
C: /with teacher's help/
Where's the ball?
P: /standing by ball/
It's (in the cupboard).
T: /to class/
Where's (Paul)?
C: (He)'s beside the cupboard.

Continue the activity, choosing other pupils to hide and find the ball in different places along the "corridor".

2. THE SING AND WALK SONG

Have the class stand on a chalk circle around one pupil. Have the pupils join hands and walk toward the child in the center and then backward to the chalk circle. Sing, "Walk to Robert. Walk away from Robert," to the tune of "Jimmy Cracked Corn".

T: /singing the following lines three times as class walks/
Walk to Robert.
Walk away from Robert.
/singing the following once to end the song/
Don't run. Don't run.
Don't run.

Repeat the activity several times, having the class sing while different pupils stand in the center area.

3. RESOURCE RELAY

Divide the pupils into two equal relay lines, facing a chalkboard. Hand an eraser to each of the two line leaders, explaining that after the class counts to five, each of the two leaders must run to the ledge with an eraser, touch the ledge, and return to the line. The leaders give the erasers to the front pupils who repeat the run to the ledge without the counting. Continue the relay giving each pupil a turn to run until one line has finished. Have each group repeatedly say to their runner, "Take it there. and "Bring it here," as he goes to the board and back to the line.

T&C: One, two, three, four, five.
G: /as runner goes to ledge/
Take it there....take it there...
/as runner returns to line/
Bring it here...bring it here...

Repeat the relay, having each of the pupils take chalk to the board, make a mark, return to the line, and give the next child the chalk.

SUGGESTED FIELD TRIP

Arrange to take the class for a walk in the vicinity of the school after lessons 6-14 have been completed. Guide the class to point out the location of houses, garages, cars, trees, flowers, birds, pets, etc. Have the class use the phrases beside, in front of, in back of, in, on, here, and there. As the pupils walk to and away from places and objects, have them respond to and use the directives go, come, walk, run, and don't run. As the pupils discover a leaf, a rock, a flower, an insect, etc., use the phrases, Bring it here, Take it there, Put it (here, there).

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Using triangular shapes to construct houses and kites
- Using circular shapes to construct faces
- Demonstrating that resources may be used up in performing classroom activities
- Demonstrating that walking is slower than running and that distances can be covered more quickly by running

MATERIALS:

Activity 1: Use a big piece of paper, scissors, magazines, paste, brushes and pieces of colored paper.

Activity 2: Use pencils, chalk, scissors, paper and sheets of magazines.

Activity 4: Two pictures of train engines, several of houses, one of the school and one of the train station.

1. HACIENDO MURALES (to accompany lesson 16) MAKING MURALS

Coloque un pedazo grande de papel en la pared. Explique que unos niños recortarán y otros pegarán los recortes para hacer un mural. Muestre varias revistas y cuéntelas con los niños. Repártalas una a una contando cada vez las que quedan. Proceda igual al repartir trozos de papel y goma. Interrogue a distintos niños sobre lo que cada uno va a hacer, lo que tiene y lo que le hace falta para hacerlo. Hágales notar que el niño que tiene revista o trozos de papel necesita tijeras para recortar y el que tiene goma necesita brocha para pegar. Dé los objetos que hacen falta a los niños. Guíe a unos niños para que recorten triángulos, cuadrados y círculos con los que otros formarán casas, cometas o caras cuando los peguen en el mural. El mural se completará con recortes de revistas. Interróguelos y anímelos para que se interroguen unos a otros de modo que obtenga respuestas en pasado sobre qué hicieron y qué objetos necesitaron para hacerlo.

Place a large piece of paper on the wall. Explain that some children will cut and some will paste the cutouts to make the mural. Show several magazines and count them with the children. Distribute them one by one counting each time how many are left. Proceed in the same way while distributing pieces of paper and paste. Ask several children what each one is going to do, what he has; and what he needs to do it. Have them notice that the child that has magazines or pieces of paper needs scissors to cut and the one that has paste needs a brush to paste. Distribute the articles that the children need. Guide some children to cut triangles, squares and circles with which they will make houses, kites or faces when they paste them on the mural. The mural will be finished with cutouts from magazines. Ask and encourage them to question one another to get answers in past tense about what they did and what articles they needed to do it.

2. DE DOS EN DOS (to accompany lesson 17) TWO BY TWO

Dé a cada uno de varios niños un objeto como un lápiz, papel, hojas de revista o tijeras. Interróguelos sobre qué tienen y para qué les sirve. Repita con la clase la respuesta. "Juan tiene un lápiz, le sirve para dibujar". Pregunte que le hace falta para hacerlo y cuál niño lo tiene. Repita la respuesta con la clase. Coloque los niños en pares permitiendo que ejecuten la acción juntos. Una vez terminada hágales observar con un comentario como: "Ana y José no pueden recortar más porque se les terminó el papel". Haga preguntas para obtener respuestas como el ejemplo anterior.

Give each of several children an object such as a pencil, pages from magazines, or scissors. Ask them what they have and what it is used for. Repeat the answer with the class, for example, "Juan has a pencil. He can use it to draw". Ask him what else he needs to do it and who has it. Repeat the answer with the class. Place the children in pairs allowing them to perform the action together. Once finished, guide them to observe what has happened with a comment such as, "Ana and José cannot cut anymore. Their paper is used up". Ask questions to elicit answers like the example above.

3. HACIENDO MANDADOS (to accompany lesson 18) RUNNING ERRANDS

Forme grupos que serán familias, con papá, mamá e hijos. Dos niños tendrán una tienda y las familias irán a comprar objetos que necesitan. Las compras serán de mentira y los niños sólo harán el gesto de coger o pagar. Cuando la mamá manda a un niño, algunas veces le pedirá que vaya ligero porque tiene prisa, otras veces le dirá que vaya despacio y con cuidado. Cuando un niño haya ido a un mandado, pregunte Ud. a la clase quién fué, adónde fué y cómo fué. Hágales observar que unos corren para ir ligero y otros caminan para ir despacio.

Form groups that will be families, with father, mother and children. Two children will have a store and the families will go there and pretend to buy the objects they need. When the mother sends a child, sometimes she will ask him to go fast because she is in a hurry; other times she will tell him to go slowly and carefully. When a child has gone on an errand, ask the class who it was, where he went and how. Have them notice that some run to go fast and others walk to go slowly.

4. LOS TRENES (to accompany lesson 19) THE TRAINS

Forme dos filas de niños colocándolos uno detrás de otro. Cada fila será un tren. El primer niño de cada fila llevará una lámina de una máquina de tren; los demás se cogerán de la cintura del compañero que está adelante. Coloque en diferentes lugares de la clase láminas de casas, escuela y estación del tren. El último niño de cada tren escojerá adónde el tren lo llevará y si irá despacio o ligero. Los trenes caminarán en círculo alrededor de la clase y en distinta dirección. Cuando los trenes van a toparse irán despacio y con cuidado para no chocar.

Form two "trains" by placing the children in two lines. The first child of each line will have a picture of a train engine; the others will hold onto the waists of the children in front of them. In different places in the room put pictures of houses, school, and train station. The last child of each train will say where the train is going to take him and if it will go slowly or fast. The trains will walk in circles around the classroom and in opposite directions. When the trains are going to meet they will go slowly and will be careful not to crash.

FLICS	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 16

Review	LINGUISTIC FOCUS	Introduce
(He) needs (paste).		(He) (want)ed (paste, to paste). Did (he) (cut) the (paper)? Yes. No. (He) didn't (cut) the (paper).
one-four want, need, paste paper, paste		paint, cut /present and past/ brush, paint

LINGUISTIC COMMENTARY

Typical language problems are: omission of -ed ending; substitution of "cutted" for cut; substitution of no for didn't; pronunciation of the vowel sound of cut and brush, and "jes" for yes, "din't" for didn't and "bruch" for brush.

Review	CONCEPTUAL FOCUS	Introduce
Identifying classroom resources by their functions Matching, one-to-one, the number names one-four with corresponding series of objects		Using triangular shapes to construct houses and kites Using a circular shape to construct a face Recalling past needs, wants, and actions

CONCEPTUAL COMMENTARY

A typfcal conceptual problem is: difficulty remembering all of the needs, wants, or actions in a recall sequence.

MATERIALS

Activity 1: Use the accompanying picture, some paste, paint, and a brush; prepare 3 paper triangles for the roof and kite.
Activity 2: Use a table, paint, brush, scissors, and 4 paper circles.
Activity 3: Use an easel, brush, paint, paper, paste, and scissors.

1. KITE FLYING

Have the class sit in a group on the floor in front of an easel. On the easel place a picture of a house and a boy flying a kite, three triangles, and paste. Demonstrate that the triangles, are to be pasted on the house and kite. Invite one pupil to do the pasting. Tell the class what the pupil wants to do and guide them to tell what he needs. When the pasting is completed, tell what the pupil wanted to do and guide the class to tell what he needed.

T: /holding up paste/
Paste.
(Bill) wants to paste.
What does (he) need?
C: /with teacher's help/
(He) needs paste.

Pupil 1 pastes one triangle on the house and two on the kite.

T: /to Pupil 1/
You wanted to paste.
/to class/
What did (Bill) want to do?
C: /with teacher's help/
(He) wanted to paste.
T: /to Pupil 1/
You needed paste.
/to class/
What did (Bill) need?
C: /with teacher's help/
(He) needed paste.

Continue the activity using <u>wants to paint</u>, <u>needs paint</u>, <u>wanted to paint</u>, and <u>needed paint</u>.

2. COUNTING AND CUTTING

Have the class sit at their desks. On a table at the front of the room have paint, a brush, a pair of scissors, and four paper circles, each with a heavy line drawn across it. Have the class count the circles.

T&C: One, two, three, four.

Have a pupil choose one of the circles. Ask the class to count the remaining circles. Have a pupil cut the circle on the line. Ask the class what the pupil did and guide them to tell what he cut and didn't cut. Use Wink and Blink to model the responses.

W: What did (John) cut?
B: (He) cut the paper.
T: /to class.
What did (John) cut?
T&C: (He) cut the paper.
W: /holding up the brush/
Did (he) cut the brush?
B: /shaking his head/
No. (He) didn't cut the brush.
T: Did (he) cut the brush?
T&C: No. (He) didn't cut the brush.
T: /holding up the cut papers/
T&C: (He) cut the paper.

Continue the dialogue substituting <u>paint</u> for <u>brush</u>.

3. MAKE A FACE

Divide the class into two groups and have them sit on the floor facing each other. Have an easel, a brush, and paint. Have one pupil paint a big circle on the paper. Have Wink and Blink model questions and affirmative and negative answers. Have Wink and Blink help the groups repeat the questions and answers.

W: Did (John) paint on the paper?
B: Yes. (He) painted on the paper.
G1: /with Wink's help/
Did (John) paint on the paper?
G2: /with Blink's help/
Yes. (He) painted on the paper.
W: Did (John) cut the paper?
B: No. (He) didn't cut the paper.
G1: Did (John) cut the paper?
G2: No. (He) didn't cut the paper.

Cut out eyes, nose, and mouth the appropriate size to make a face in the circle, apply paste and have another pupil paste them in the circle. Repeat the activity using <u>paste</u> and <u>cut</u>.

TAKE-OFF IDEAS

When distributing supplies, have more than necessary. Have the pupils count them, including the extras. Then have them count the extras separately. Explain that we can use only one object at a time.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 17

Review	LINGUISTIC FOCUS	Introduce
(He) (_____) a (ball). Yes. No. a piece of (_____) ball, box one, two, three		What did (he) (draw, do) ? Use of a with number words Use of an with eraser Use of it as object pronoun erase (d), use (d); drew, wrote eraser, chalk

LINGUISTIC COMMENTARY

Typical language problems are: omission of -ed ending; confusion of /t/ and /d/; pronunciation of -ed ending; substitution of "drawed" for drew, "writed" for wrote; a for an with eraser, and a chalk for a piece of chalk.

Review	CONCEPTUAL FOCUS	Introduce
NONE		Demonstrating that resources may be used up in performing classroom activities Recalling symbols representing objects

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty associating the words ball and box with circular and square symbols for the real objects, recalling the symbol after it is no longer visible, identifying the differences between using, writing, drawing, and erasing, applying the general term do to all activities, producing a symbol correctly after visualizing it.

MATERIALS

Activity 1: Use Wink, tiny pieces of chalk and an eraser.

Activity 2, 3: Use pieces of chalk and an eraser.

1. USING CHALK

Have Wink pick up the chalk and draw a ball on the board. Have the class ask Wink what she drew, modeling the question. Wink responds appropriately.

T: /to Wink/
What did you draw?
C: What did you draw?
W: I drew a ball.

Repeat, with What did you use? and I used a piece of chalk. Then ask the class what Wink drew.

T: /to class/
What did Wink draw?
She drew...
C: She drew a ball.

Select a pupil, give him a very small piece of chalk and help him fill in the center of the ball, using up the chalk. Ask the class what he used. Have Wink say he used up the chalk.

T: /to class/
What did he use?
He used...
C: He used a piece of chalk.
W: He used up the chalk.

Repeat, having a pupil draw a box on the board. Another pupil then fills in the center of the box.

2. WRITE AND ERASE

Write the numeral 1 on the board and say what you wrote. Select a pupil to come and write the numeral. Help the class ask him what he wrote and guide his response.

T: /writing the numeral 1/
I wrote a one.
/helps pupil write the numeral 1/
C: /with teacher's help/
What did you write?
P: /with help/
I wrote a one.
T: /to class/
What did he write?
He wrote...
C: He wrote a one.

Repeat, having two other pupils come to the board, write a 2 and a 3, and respond to the class's question.

Select a pupil to erase a numeral. Repeat the dialogue using What did (you) erase? and (I) erased a (two). Continue the activity, with What did (he) use? and (He) used an eraser. Repeat, with two other pupils coming and erasing the other numerals.

3. WHAT DID HE DO?

Divide the class into two groups. Have Group 1 stand at the chalkboard and Group 2 remain seated. Help a volunteer from Group 1 draw a square or a circle, or write a 1, 2, or 3. Guide Group 1 to ask Group 2 what the volunteer did. After Group 2 responds, Group 1 agrees or disagrees with the answer. Continue until the correct guess is made. Guide Group 1 to tell the same volunteer to erase the drawing. Then have Group 1 ask Group 2 what he did.

G1: /after volunteer draws a square, with teacher's help/
What did he do?
G2: /with teacher's help/
He wrote a one.
G1: No.
G2: He drew a box.
G1: Yes.
/to same volunteer, with teacher's help/
Erase it.
/to Group 2/
What did he do?
G2: /with teacher's help/
He erased it.

If Group 2 guesses correctly, reverse the roles, with Group 1 guessing.

TAKE-OFF IDEAS

*When using classroom resources and they become used up, discuss this with pupils, along with directions as to how to obtain replacements.

*Give each pupil a piece of yarn and have each make and name a square and a circle. Next, let the class experiment making new shapes and making up names for them.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 18

Review	LINGUISTIC FOCUS	Introduce
(Go) (to school).		(He) (walked) (to the bus) (slowly). Be careful! (Walk) (slowly).
go, come, run, walk		home, bus; fast, slowly ston; went, came, ran

LINGUISTIC COMMENTARY

Typical linguistic problems are: substitution of run and go or "runned" and "goed" for ran and went; pronunciation of the vowel sound in bus; the loss of final /t/ in went, fast, and walked; and the addition of e before s in school, ston, and slowly.

Review	CONCEPTUAL FOCUS	Introduce
Matching, one-to one, the number names one-ten with the corresponding series of steps		Recalling past events Demonstrating that people can go to and from places safely to avoid injury to themselves or others Demonstrating that walking is slower than running and that distances can be covered more quickly by running

CONCEPTUAL COMMENTARY

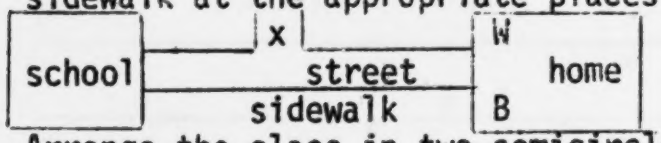
A typical conceptual problem is: difficulty in discriminating between fast and slow manners of walking.

MATERIALS

Activity 1: Chalk a floor diagram using as labels pictures of a house, a school, and a street with a sidewalk; and use Blink.
Activity 2: Use the diagram in Activity 1, a picture of a bus, and Blink.
Activity 3: Draw and label a picture of a school on the chalkboard.

1. THE PATHFINDERS

On the floor, chalk a long diagram like the one below, placing pictures of a house, a school, and a street with a sidewalk at the appropriate places.



Arrange the class in two semicircles, the first around "school", and the second around "home". Select a boy to be Blink, having him stand on B. Stand with Group 2 and have them tell Blink to go to "school". After Blink reaches "school", ask Group 2 what he did, modeling the response. Next, have Group 2 tell Blink to come "home", then tell what he did. Model the directive and the response.

G2: Go to school.
T: /after Blink arrives at "school"/
What did Blink do?
He went to school.
G2: He went to school.
T: Come home.
G2: Come home.
T: What did Blink do?
He came home.
G2: He came home.

Then stand with Group 1 and have them tell Blink to come to "school" and go "home" telling what he did after each command.

Place a car at X. Have a girl be Wink standing on W. Repeat the activity, but as she comes to the intersection, aid the class in telling her to stop and be careful before going to school.

G2: Go to school.
T: Stop! Be careful!
C: Stop! Be careful!
T: /after Wink arrives at school/
What did Wink do?
T&C: She went to school.

2. TO SCHOOL WITH CARE

Using the above diagram, select a boy to be Blink and tell the class that he is late for school. Have the class tell Blink to run to "school" fast. Then have them tell what Blink did. Model the directive and the response.

T: Run to school! Run fast!
C: Run to school! Run fast!
T: /after Blink reaches "school"/
What did Blink do?
He ran to school. He ran fast.
C: He ran to school. He ran fast.

Show the class a picture of a school bus and place it on the intersection. Tell the class that Blink will take the bus to school. With Blink at "home", have the class tell him to walk slowly to the bus. Then aid the class in telling what Blink did.

T: Walk to the bus. Walk slowly.
C: Walk to the bus. Walk slowly.
T: /after Blink reaches the bus/
What did Blink do?
He walked to the bus slowly.
C: He walked to the bus slowly.

Continue the activity selecting different pupils to be Blink.

3. FAST OR SLOW

Arrange the class in a semicircle facing the chalkboard on which is drawn a picture labeled school. Select a pupil to walk or run to the board and touch the picture. Tell the pupil to keep step with your counting. Then have the class tell what the pupil did and how he did it.

T: /counting slowly/
One...two...three,...ten.
/after pupil touches board/
What did (he) do?
C: /with teacher's help if necessary/
(He) walked to school.
(He) walked slowly.

Continue, calling on pupils to count as different pupils go to the board.

TAKE-OFF IDEAS

*On the bulletin board, place pictures of a school and a home. With a picture of a child at "home", have the class direct him to school and home again as in the above Activities.

*Have Wink blindfolded on your hand. As you walk toward objects, cue the class to say stop and be careful.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 19

Review	LINGUISTIC FOCUS	Introduce
What does (the _____) do? What did (the _____) do? take, bring, put home, bus		(Take) (him) (to the store). (He) (took) (him) (home). me, him, her took, brought, put store, driver

LINGUISTIC COMMENTARY

Typical language problems are: substitution of take or "taked" for took, bring or "bringed" for brought, and "putted" for put; confusion of him and her; addition of e before s in store; and addition of to or to the with home.

Review	CONCEPTUAL FOCUS	Introduce
Matching, one-to-one, objects and people		Demonstrating that people and objects help in getting to and from places Demonstrating that one and one more is two..., seven and one more is eight

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty in understanding that combinations of sets produce new sets.

MATERIALS

Activity 1: Prepare pictures of a store, a home; use Blink.
Activity 2: Use 8 chairs, Blink, and Wink.
Activity 3: Prepare a picture of a home, and a bus, and 2 pictures of a school and a store.

1. GOING PLACES

Show the class a picture of a store and explain what it is. Designate one area of the room to be the store, and another area to be home by placing pictures in appropriate areas. Have the class sit in the home area. Choose a boy to be Blink. Tell the class that Blink wants to go to the store but needs a helper. Choose a helper and then guide the class to tell the helper what to do. Ask the class what he did and guide them to respond correctly.

T: Take Blink to the store.
C: /with teacher's help/
Take Blink to the store.
T: /after helper takes Blink to store/
(He) took Blink to the store.
What did (he) do?
C: /with teacher's help/
(He) took Blink to the store.

Continue using the same pattern with bring, brought, and home.

2. THE BUS DRIVER

Make a bus by setting eight chairs in two rows of four. Give Blink to a boy and Wink to a girl. Explain that Blink is going to put Wink on the bus. Tell Blink what to do. Guide the class to ask Wink what Blink did. Help her make the correct response. Then ask the class what Blink did and guide them to answer correctly. Before each pupil sits down in the bus, help him count those on the bus, including himself.

T: /to Blink/
Put Wink on the bus.
C: /with teacher's help, after Blink has put Wink on the bus/
What did Blink do?
W: /with teacher's help/
He put me on the bus.
T: /to class/
What did Blink do?
C: /with teacher's help/
He put her on the bus.
W: /counting herself, with teacher's help/
One.

Continue sometimes having Wink help Blink. Guide the class to use him and her correctly. When all but a front chair are filled, choose a boy to sit in the empty chair. Tell the class he is the bus driver. He brings Wink to school and takes her home. Help the boys ask the girls what the bus driver does, guiding them to respond correctly.

B: /with teacher's help/
What does the bus driver do?
G: /with teacher's help/
He brings Wink to school.

Repeat, having the girls ask the boys, and guiding them to respond using takes and home.

3. MATCH THE PICTURE

Designate three areas of the room to be home, school, and a store by hanging pictures of these in appropriate areas. Have the class stand with you in the area marked "home". Give one pupil a picture of a bus. Tell the class he is the bus driver, and he will take them where they want to go. Have another picture of a school, and a store. Give one of these to a pupil and explain that he must tell the bus driver where to take him to match his picture with one in the room. After the pictures are matched, guide the class to ask him what the bus driver did. Help the pupil answer correctly. Then guide the class to tell the bus driver to bring him home and then ask the pupil what the bus driver did.

P: /taking picture of a store/
Take me to the store.
C: /after driver takes P to store/
What did the bus driver do?
P: The bus driver took me to the store.
C: Bring him home.
/after driver brings P home/
What did the bus driver do?
P: He brought me home.

Repeat the activity with other pupils.

TAKE-OFF IDEAS

*When giving books to reading groups, pass them out one at a time. Have volunteers count the pupils with books as each pupil is given his book.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 20

REVIEW-EVALUATION

This lesson aims at determining how well the pupils incorporate the structures and vocabulary of Unit II into modified language situations. It is followed by a record sheet. You should attempt to elicit individual responses from all pupils in these activities, and keep accurate records. It is recommended that you use a tape recorder. Careful use of Lesson 20 should help you to focus on specific problems your pupils are having.
The dialogues in Lesson 20 do not represent the structures that the pupils must say. A stimulus is given and the pupil will select his answer from those structures he knows. The response written is only an example of a possible response which a pupil may give.

LINGUISTIC PROGRESS CHECK

Asking and answering questions
Using the negative with did and is
Using in back of, in front of, beside, on, and in

CONCEPTUAL PROGRESS CHECK

Distinguishing motions and manner
Identifying and differentiating locations of objects
Comparing sets of objects

MATERIALS

Activity 1: Have pencils, crayons, erasers, paint, scissors, paste, chalk and paper on a table in the front of the room. Use Blink.
Activity 2: Use familiar objects which the children can name.
Activity 3: Prepare name tags for pupils and use a tape recorder. Ask three sixth graders to visit and to bring a bag with their favorite toys, collections, etc.

1. WHAT DID HE DO?

In the front of the room, place on a table classroom objects such as scissors, paper, paste, crayons, pencils, paint, chalk and erasers. Have the class stand around the table and give Blink to a pupil. Tell another pupil to take the paste to the far end of the table. Tell a third pupil to ask Blink what Pupil 2 did and have Blink respond. Give Blink to another pupil. Continue the activity using directives with draw, paint, write, erase, cut, use, bring and take. Occasionally have a fourth pupil ask a question to elicit a negative response.

T: /to pupil 2, pointing to far side of table/
(Joe), take the paste there.
/to pupil 3/
(Mary), ask Blink what (Joe) did.
P3: /to pupil 1, who is Blink/
What did (Joe) do?
B: He took the paste there.
/to pupil 4/
(Juan), ask Blink if (Joe) drew on the paper.
P4: Did (Joe) draw on the paper?
B: No. He didn't draw on the paper.

Continue the activity until each pupil has had a chance to talk several times. Have the pupils return to their seats by giving individuals and small groups directives such as walk to the chair slowly and run to the chair fast. Tell the pupils to be careful when they are running.

2. IS IT THERE?

Have the pupils seated at their desks. Place several familiar objects in back of, in front of, beside, on or in familiar places around the room. Point to one of the objects and ask if it is in back of the table. Have a child respond either yes or no, with complete sentences. When asking a false question, cue the child with No. It...

T: /pointing to a truck in back of the table/
Is the truck in back of the table?
P1: Yes. It's in back of the table.
T: /pointing to a doll beside chair/
Is the doll in front of the chair?
No. It...
P2: No. It's not in front of the chair.

Continue until several children have had a chance to respond. Conclude by asking individual pupils to bring an object to you at the cupboard until all the objects are returned to where they belong.

3. QUESTION TIME: VISITOR

Arrange for a child from sixth grade to have one of his favorite toys in a bag. Give each pupil a plainly visible name tag. Have the class sit in a semi-circle and sit at the open end with the visitor. Tell the class to help you "interview" the visitor. If necessary, ask the first question yourself. Help the visitor to respond to each pupil by name.

T: What grade are you in?
V1: I'm in sixth grade.
/to pupil raising hand/
(Maria).
P1: Where do you live?
V1: I live on Main Street.
/to pupil raising hand/
(Juan).
P2: What do you have?
V1: /pulling the object from bag/
I have (a plane).

Continue the activity with two other visitors. Make sure that each question is answered and that the entire interview is taped so that you can listen to the questions more carefully at a later time.

TAKE-OFF PROGRESS CHECK

To distribute supplies, have the class in groups of six. Have a pupil count six pupils and give him three supplies to count and pass out. Then give him three more to count and pass out. Have another pupil do the same for another group of six or with different supplies. Do this several times during the day and change the size of the groups. Keep track of the counting on the record sheet.

RECORD SHEET - LESSON 20

Following is a list of the main structures checked in Lesson 20. As each pupil responds to an item, place a mark indicating whether he uses a "Standard" or "Non-Standard" form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
What did (-) do?	~~IIII~~ ~~IIII~~	~~IIII~~	15	10/15x100=67%

For this structure, there were fifteen responses; 67% of these were in Standard form.

STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE
1. What did (-) do?				
Did (-) (draw -)?				
No. He didn't (-).				
...drew....				
...painted....				
...wrote....				
...used....				
...cut....				
...brought....				
...took....				
2. No. It's not (-) the table.				
Yes. It's (-) the (-).				
...in back of....				
...in front of....				
...beside....				
...on....				
...in....				
3. Questions------ GOOD	FAIR	POOR	TOTAL	PERCENT "GOOD"
4. Counting Ability----ACCURATE		NON-ACCURATE	TOTAL	PERCENT "ACCURATE"

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return sheet to:

Michigan Migrant Primary Interdisciplinary Program
3800 Packard Road
Ann Arbor, Michigan 48104

Lesson	Clarity of Instructional Intent	Teachability of Activities	Relation to Pupils' Language Needs	Relation to Other Areas of Curriculum
11	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

UNIT 3

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSONS UNIT 3

The first grade child is curious about the "world of objects" around him. He observes different shapes, sizes, colors, and quantities of things. In order to talk with his classmates about the objects around him, the Spanish-speaking child needs to be able to understand and use questions and statements of description and identification in English.

LINGUISTIC FOCUS

Unit Three contains question and answer structures in the negative and affirmative which deal with:

SIZE

SHAPE

COLOR

QUANTITY

NAMES OF OBJECTS

CONCEPTUAL FOCUS

Unit Three contains activities which are basically designed to help the first grade child with the following

ACQUIRING RESOURCES WITH MONEY

IDENTIFYING SETS BY QUANTITY

IDENTIFYING PHYSICAL ATTRIBUTES SUCH AS SIZE, SHAPE AND COLOR

SHARING RESOURCES

ORDERING SETS

GROUPING OBJECTS BY SIMILAR ATTRIBUTES

DEMONSTRATING THAT DIFFERENT PEOPLE WANT DIFFERENT THINGS

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCPETUAL FOCUS: designed to be introduced in Spanish

- Demonstrating that a set of one contains one object...a set of ten contains ten objects
- Demonstrating that money is used to purchase goods which satisfy our wants
- Demonstrating that scarce resources are sometimes shared
- Describing the size of an object as being big or little when compared with other objects that are big or little
- Demonstrating that a big object needs a big box
- Describing the shape of an object as being round or square

MATERIALS:

Activity 1: Use a box, stones, pieces of chalk, erasers and pencils.
Activity 2: Use ten balloons and ten pennies.
Activity 3: Use a small yellow ball, a medium sized red ball, a big blue ball and three boxes in which the balls fit.
Activity 4: Prepare a large and small circle and square for each child; use plain paper, pencils, jar caps and small boxes.

1. CONJUNTOS (to accompany lesson 21) SETS

Cuente hasta cinco piedritas colocándolas en una caja. Diga a los niños que en la caja hay un conjunto de cinco e invítelos para que repitan con Ud. Repita la actividad, formando conjuntos de diferentes cantidades entre uno y diez. Cambie varias veces los objetos con que forma los conjuntos usando tiza, borradores o lápices. Forme conjuntos en la mesa, en el suelo o dibújelos en la pizarra y permita que los niños los formen y digan de cuántos objetos consta cada conjunto.

Count five stones, placing them in a box. Tell the pupils that there is a set of five in the box and invite them to repeat with you. Repeat the activity, forming different sets from one to ten. Change the objects in the sets several times, using pieces of chalk, erasers, or pencils. Form sets on the table, on the floor, or draw them on the chalkboard. Allow the children to form sets and say the number of objects each set has.

2. COMPRANDO BOMBAS (to accompany lesson 22) BUYING BALLOONS

Muestre diez bombas, cuéntelas con los niños, dígales que tiene un conjunto de diez. Pida a algunos niños que cuenten cantidades de bombas entre una y diez, sosteniéndolas. Guíelos para que se refieran a lo que sostienen como un conjunto de dos, cinco, etc. Pregunte quién tiene un conjunto de diez, dos etc. Recoja las bombas y repita el

Show ten balloons, count them with the children, and tell them you have a set of ten. Ask some children to count numbers of balloons between one and ten, holding them. Guide them to call what they have, a set of two, five, ten, etc. Ask who has a set of two, five, etc. Collect the balloons and

ejercicio usando centavos. Dé a un niño las bombas y reparta los centavos entre tres niños dándoles conjuntos de cinco, tres y dos. Permita que los niños que tienen centavos compren bombas a un centavo cada una y se paren al frente con dos niños más. Invítelos a que compartan las diez bombas formando un conjunto de dos para cada niño.

repeat, using pennies. Then give one child the balloons and redistribute the pennies among three other pupils, giving them sets of five, three and two. Have the pupils with pennies buy balloons for a penny each, and then stand in front with two other pupils. Help the five pupils share the ten balloons forming a set of two for each pupil.

3. CADA CAJA CON SU BOLA (to accompany lesson 23) EACH BOX WITH ITS BALL

Muestre una bola roja grande y una amarilla pequeña, haga que los niños las observen e interróguelos sobre el tamaño, cuando hayan dicho que la bola roja es grande guarde la amarilla, muestre una azul más grande que la roja e interróguelos de nuevo para que observen que la roja es más pequeña que la azul. Muestre una caja suficientemente grande para la bola roja pero en la que no quepa la azul. Pida a un niño que ponga la bola azul dentro de la caja, anímelo para que exprese que la bola es más grande que la caja. Déle una caja en donde sí quepa la bola, pregunte por qué ahora sí cabe la bola en la caja y repita la respuesta con los niños. Repita la actividad usando las otras dos bolas.

Show a big red ball and a small yellow ball. As the pupils look at the balls ask them about the size. When they have said that the red ball is big, put away the yellow ball. Show a blue one larger than the red and ask them again about the size to see that the red is smaller than the blue. Show the class a box large enough to fit the red ball in but not the blue one. Ask a child to put the blue ball inside the box, encouraging him to say that the ball is larger than the box. Give him a box that the ball will fit in, asking him why the ball fits now and repeat the answer with the children. Repeat the activity using the other two balls.

4. CUADROS Y RUEDAS (to accompany lesson 24) CIRCLES AND SQUARES

Muestre un círculo de papel, pasando su dedo alrededor dígales: "esto es redondo." Proceda igual al mostrar un cuadrado diciendo: "esto es cuadrado." Dé a los niños papel, lápiz y modelos como tapitas redondas y cajitas pequeñas. Ayúdelos para que tracen un cuadrado y un círculo en el papel. Reparta círculos y cuadrados en tamaños grande y pequeño hechos en papel. Invítelos a jugar de "encontrar." Ud. mostrará un círculo grande, mientras ellos lo observan, repetirán con Ud. qué es. Luego, cerrando los ojos tocarán las figuras que tienen sobre la mesa hasta encontrar una igual, repita para que encuentren el círculo pequeño y los dos cuadros.

Show a circle made of paper, moving your finger around it and saying, "This is round." While showing a square, say "This is square." Give the children paper, pencils and models such as round caps and small boxes. Help them draw a square and a circle on the paper. Distribute large and small circles and squares made of paper. Invite them to play "To Find." Show a large circle. As they observe it, help them tell what it is. Then have them close their eyes and touch the figures they have on their tables to find a similar one. Repeat to find the small circle and the squares.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 21

Review	LINGUISTIC FOCUS	Introduce
a (___) of (___) ball, pencil, crayon write, draw one-five		(This, That, It) is a (block). What's (this, that)? What's in (this, that)? What do you do with it? (I) (play) with it. block, marble, set, play

LINGUISTIC COMMENTARY

Typical language problems are: omission of first do in What do you do with it?; substitution of "dot" for that, "dees" for this, and "wit" or "wis" for with.

Review	CONCEPTUAL FOCUS	Introduce
Demonstrating that one and one more is two...four and one more is five Recalling missing objects Demonstrating the uses of classroom resourses		Distinguishing one kind of object from other kinds of objects by attributes Identifying a set of one as containing one object...a set of five as containing five objects

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty recalling which object should be in the bag, difficulty understanding a set as containing a number of objects.

MATERIALS

Activity 1: Use a large box, a ball, block, marble, pencils, crayons, chalk and Blink.
Activity 2: Use a pencil, crayon, eraser, pieces of chalk, and Blink.
Activity 3: Use a marble, block, ball, and a paper bag.

1. THIS AND THAT

On a table place a ball, blocks, and a marble. Explain to the class that they are going to play with the toys. Help a pupil point to the ball and say, "That's a ball." Give the ball to Blink and ask what it is. Then have Blink give the ball to a pupil and repeat the question. Guide the correct response. Then ask the class what he does with it, and have Blink model and then guide the response.

T: /pointing to the ball/
That's a ball.
P: /pointing to the ball/
That's a ball.
T: /while giving the ball to Blink/
What's this?
B: This is a ball.
/while giving the ball to pupil/
What's this?
P: /with teacher's help/
This is a ball.
T: What does (he) do with it?
B: (He) plays with it.
T: /to class/
What does (he) do with it?
C: /with Blink's help/
(He) plays with it.
Pupil bounces ball.

Repeat, building with the blocks, and rolling the marble. Then have pupils identify pencils and crayons, first telling and then showing their use.

2. SETS

Arrange the class in a seated semicircle. Place a pencil, crayon, an eraser, and pieces of chalk on the floor. Draw two chalk circles and place an object in each. Point to Circle 1, ask the class about the set inside, and use Blink to guide the correct answer.

T: /pointing to Circle 1/
What's that?
B: That's a set of one.
C: /with Blink's help/
That's a set of one.

Repeat the above dialog pointing to Circle 2. Then remove the object from Circle 2 and place it in Circle 1. Count the two objects now in Circle 1 and ask the class about the set. Help them reply, "That's a set of two." Place a third object in Circle 2 and help a pupil point to each circle and ask the class about each set. Help the class respond.

T: /counting objects in Circle 1/
One, two.
What's that?
C: /with teacher's help/
That's a set of two.
P: /after third object is in Circle 2, and pointing to Circle 2/
What's that?
C: That's a set of one.
P: /pointing to Circle 1/
What's that?
C: That's a set of two.

Continue for sets of three through five, always adding the one item in Circle 2 to the set in Circle 1.

3. IT'S IN THE BAG

On a table place a marble, block, and ball. Have a volunteer cover his eyes while another pupil puts one of the objects in a paper bag. Then have the volunteer look at the objects left. Help the class question him about the object in the bag.

T: /pointing into the bag/
What's in this?
C: /pointing with teacher's help/
What's in that?
V: /guessing/
It's a (marble).
C: /with teacher's help/
Yes. What do you do with it?
V: /with teacher's help/
I play with it.

If the volunteer guesses incorrectly, he should keep guessing until he guesses correctly.

TAKE-OFF IDEAS

*During art class give pupils two pieces of paper. Have them construct equivalent sets by drawing a large circle on each piece of paper, choosing a number and then drawing that many things in each circle. Have pupils arrange their sets in order with the sets of others.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 22

Review	LINGUISTIC FOCUS	Introduce
(This, That, It) is a (set of one). I (want, have) (that set of five).		Is (this, that) a (set of five)? Yes, it is. No, it's not. bead, penny

LINGUISTIC COMMENTARY

Typical language problems are: omission of it in Yes, it is and No, it's not: substitution of "jes" for yes and "beat" for bead.

Review	CONCEPTUAL FOCUS	Introduce
Identifying a set of one as containing one object...a set of five as containing five objects		Identifying a set of six as containing six objects...a set of ten as containing ten objects Demonstrating that money is used to purchase goods which satisfy our wants Demonstrating that resources are scarce and that we cannot satisfy all our wants Demonstrating that scarce resources are sometimes shared Matching equivalent sets one to one

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that a set can contain many different quantities of objects.

MATERIALS

Activity 1: Use a piece of chalk and Blink.
Activity 2: Use 21 beads, 5 pennies, a table, and Wink.
Activity 3: Use 10 balloons, a table, Wink and Blink.

1. THE CHILDREN SET

Arrange the class in a semicircle. Select five pupils to stand near you. Have a sixth pupil draw a chalk circle on the floor around the set of five pupils. Then have him stand away from the circle. Have the class count the set. Then ask if it is a set of five. Have Blink model the response. Pointing to Pupil 6, ask if he is a set of one. After the response, have Pupil 6 stand in the circle and have the class count the set. Say that this is a set of six. Ask if it is a set of five. Use Blink to model the response No, it's not and to tell what it is. Have the class repeat.

T&C: One, two, three,...five.
T: Is this a set of five?
B: Yes, it is.
C: Yes, it is.
T: /pointing to Pupil 6/
Is this a set of one?
C: Yes, it is.
T&C: /after P6 is added to the set/
One, two, three,...six.
T: This is a set of six.
Is this a set of five?
B: No, it's not. It's a set of six.
C: No, it's not. It's a set of six.

Continue, adding one pupil at a time to form sets of seven through ten.

2. FIVE FOR FIVE

Have the class stand in a semicircle in front of a table. Have Wink show the class a bead and a penny. Identify them and have the class identify them. Place five pennies and five beads on opposite ends of the table as the class counts. Select a pupil to point to each and ask if it is a set of five. Have the class answer.

W: /showing bead and then penny/
This is a bead. This is a penny.
T&C: That is a bead. That is a penny.
T&C: /W places each set on table/
One, two,...five. One,...five.
T&P: /pointing to each set in turn/
Is that a set of five?
C: Yes, it is. It's a set of five.

Explain to the class that they can buy the beads with the five pennies. Select a girl to buy the beads. Place sets of seven and nine beads on the table. Have the class count each set, as the girl points to each and asks if it is a set of five. When the set of five is identified, have the girl buy the beads with the pennies.

T&P: /pointing to a set/
Is this a set of five?
T&C: One, two, three,...(nine).
No, it's not. It's a set of (nine).
P: /pointing to a set of five/
Is this a set of five?
T&C: One, two, three,...five.
Yes, it is. It's a set of five.

3. SHARING THE BALLOONS

Have a set of ten balloons on a table. Have the class count the members of the set. Ask if it is a set of ten. Select a boy as Blink and a girl as Wink, telling the class that they each want a set of ten balloons. Ask each what he wants, guiding the response.

T&C: One, two, three,...ten.
T: Is this a set of ten?
C: Yes, it is. It's a set of ten.
T: /to Wink/
What do you want?
W: /pointing with teacher's help/
I want that set of ten.
T: /to Blink/
What to you want?
B: I want that set of ten.

Explain that there are not enough balloons for each so Wink and Blink will have to share. Give each a set of five, having them count the sets. Ask each what he has.

W: One, two, three,...five.
T: What do you have?
T&W: I have a set of five.

TAKE-OFF IDEAS

*Have the class list objects in the room, such as windows, telling what their uses are. Draw a picture of each object on the chalkboard. Have the class count the set members and repeat why they are listed.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 23

Review	LINGUISTIC FOCUS	Introduce
Yes, it is. No, it's not. box, block, ball, marble car, truck		What size is (that) (ball)? (This) (ball) is (big). Is (this, that) (ball) (big)? size; big, little balloon

LINGUISTIC COMMENTARY

Typical language problems are: addition of <u>of</u> in questions of size, as <u>Of what size</u>... ommision of <u>it</u> in <u>It is big</u>; non-standard word order in question <u>Is this ball big?</u> as, <u>Is big this ball?</u> and substitution of "<u>beek</u>" or "<u>beeg</u>" for <u>big</u>.

Review	CONCEPTUAL FOCUS	Introduce
None		Describing the size of an object as being big or little when compared with other objects that are big or little Observing that attributes of resources help determine their uses; a big object needs a big box

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty in understanding that an object can be big or little depending on what it's compared to; and size as a class that includes both big and little.

MATERIALS

Activity 1: Use several big and little balloons and Wink.
Activity 2: Prepare 4 sheets of paper cut almost in half, and pictures of big and little balls, cars, trucks, and balloons; use Wink and Blink.
Activity 3: Use a big and a little box, and a big and a little ball.

1. WHAT SIZE IS IT?

Blow up several balloons to various sizes and give them to pupils. Point to a big balloon and have the pupil hold it up. Ask, "What size is that balloon?" Have Wink answer, "That balloon is big." Ask the class about the balloon and guide the response.

T: /pointing to big balloon/
What size is that balloon?
W: /pointing to the balloon/
That balloon is big.
T: /to class/
What size is that balloon?
C: /with teacher's help/
That balloon is big.

Repeat, selecting a little balloon and introducing balloon with little. Then divide the class into two groups and guide the pupils to ask each other about the relative sizes of their balloons as you point to them.

2. BIG AND LITTLE SURPRISES

Have the class seated at their desks. Have pictures of big and little balls, balloons, trucks, and cars. Have each pair of pictures covered by a divided sheet that can be lifted to reveal one item at a time. The relative size of the item will be known only when the like item is also uncovered. Have Wink and Blink model questions and assist the class in answering.

W: /uncovering a ball/
Is that ball big?
B: /with head nodding/
Yes, it is.
W: /uncovering a bigger ball/
Is that ball big?
C: /with Blink's help/
Yes, it is.
W: /pointing at the first ball/
Is that ball big?
C: /with Wink's help/
No, it's not. It's little.

Continue, having Wink help three individuals, one at a time, ask the class about the balloons, trucks, and cars. If necessary, have Blink help the class to give the appropriate responses.

3. THE RIGHT BOX FOR THE RIGHT BALL

Divide the class into two groups and show them a big ball, and a box that is big enough to hold the big ball. Also show a little ball that fits in a little box. Help one group ask the other about the size of objects as you point to them.

G1: /as teacher points to big ball/
What size is that ball?
G2: That ball is big.
G1: /as teacher points to the little ball/
What size is that ball?
G2: That ball is little.

When all boxes and balls have been identified, guide a pupil to demonstrate that the big ball does not fit in the little box, but it does fit in the big box.

Repeat the activity with Group 2 asking about the sizes using the question Is that ball big? and Group 1 responding with Yes, it's big or No, it's not. It's little.

TAKE-OFF IDEAS

*During an art period, have the pupils print big and little designs with big and little pieces of sponge and paint. Discuss the size of each design as compared with others on the pupil's paper, as well as the designs of other pupils.

*To break the daily routine, have the pupils stand beside their desks and take first a little jump, and then a big jump. Have them make little circles with their hands, and big circles with their arms.

*During clean-up time encourage the class to sort things into sets of big objects and sets of little objects, counting the members of each set as they put them away.

*Have the pupils bring toys from home to display on a "Big-Little Table". Discuss the size of each toy as compared to the others. Have pupils group the toys by size, then compare groups.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 24

Review	LINGUISTIC FOCUS	Introduce
What (____) is that? It's (big). big, little		Which one is (big)? This one is (big). Is this (round) or (square)? shape; round, square

LINGUISTIC COMMENTARY

Typical language problems are: omission of this or non-standard word order in Is this round or square?, as for example: Is round or square? This is round or square? or Is round or square this?; substitution of "chape" for shape and "esquare" for square; use of This one no is big for This one is not big and "wheech" for which.

Review	CONCEPTUAL FOCUS	Introduce
Observing that attributes of resources help determine their uses; a big object needs a big box Describing the size of an object as being big or little when compared with other objects		Describing the shape of an object as being round or square Demonstrating that round objects roll easily while square ones do not Observing that if an object is round it can't be square and vice versa Observing multiple attributes of resources

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that "shape" is a class which includes both round and square.

MATERIALS

Activity 1: Use a hula-hoop, big square box, big square bead, marble, and Blink.
Activity 2: Chalk a big square and little circle on the floor; use Wink.
Activity 3: Chalk a big circle and square and a little circle and square on the floor.

1. TRACE A SHAPE

Have the class sit in the shape of a horseshoe on the floor. At the open end, place a hula-hoop, a big square box, a square bead and a marble. Have Blink trace around the edge of each object, one at a time, and ask the class about the shape. Help the class answer with either It's round or It's Square.

B: /tracing around marble/
What shape is this?
T: /modeling answer/
It's round.
T&C: It's round.

Have one pupil sit in the box and another sit in the hula-hoop, tracing the shape of the object with their fingers. Help the class ask the individuals, one at a time, about the shape. Help the individuals respond, if necessary.

T: /modeling question/
What shape is that?
T&C: /to individual in box/
What shape is that?
Pl: /with help, if necessary/
It's square.

Continue the activity, helping a pupil demonstrate that he needs a big box to sit in and that round objects roll easily while square ones do not.

2. THE CIRCLE-SQUARE JUMP

Have the class sit in a circle on the floor. Chalk a big square and a little circle in the center floor area. Choose a group of three pupils to stand up and jump to the little circle or the big square while answering the class's questions about which of the drawings is big, not big, little, not little, square, not square, round, not round.

T: /to 3 pupils and modeling question for class/
Which one is big?
T&C: Which one is big?
G: /jumping to square and with teacher's help/
This one is big.

After several groups have had a turn to answer the questions about size and shape, jump with Wink into the big square and have Wink ask the class if it is big or little, and then, if it is round or square. Help the class respond appropriately.

W: /in big square/
Is this big or little?
C: /with teacher's help/
It's big.
W: /still in big square/
Is this round or square?
C: /with teacher's help/
It's square.

Repeat the activity, having pupils use Wink, jump on the little circle, and ask the same questions.

3. THE PUPIL SQUARE

After pushing the desks to the sides of the room, chalk a big circle and square and a little circle and square on the floor. Choose groups of eight or nine pupils to play "Follow The Leader" as you march onto the outline of each chalked shape. Continuously ask the questions from Activities 1 and 2 about the shape and size of the pupil formations and respond with the class.

T: /as group forms big circle/
What shape is this?
T&C: It's round.

Continue the activity, guiding individual pupils to ask two or three questions about each shape with each group of pupils.

TAKE-OFF IDEAS

*Use several shoeboxes, placing a ball in one, a marble in the second, and a block in the third. Seal the tops on and give the boxes to pupils, having them tip the boxes back and forth to guess the shape and size of the objects.

*During art, have pupils take a piece of light-weight paper and a soft pencil around the room, rubbing on the floor tile, jar lids, etc., to see and talk about the shapes that appear on the paper.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 25

REVIEW

LINGUISTIC FOCUS - REVIEW

Identifying objects by using <u>this</u>, <u>that</u>, or <u>it</u> with <u>is</u> followed by a noun

Describing objects by using <u>this</u>, <u>that</u>, or <u>it</u> with <u>is</u> followed by an adjective

Asking about the size and shape of objects

CONCEPTUAL FOCUS - REVIEW

Observing that one and one more is two,...nine and one more is ten
Identifying a set of one as containing one object...a set of ten as containing ten objects
Describing the size of an object as being big or little when compared with other objects that are big or little
Describing the shape of an object as being round or square
Identifying the function of a resource

MATERIALS

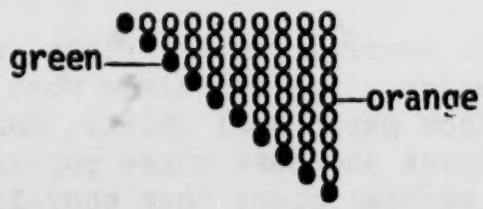
Activity 1: Prepare 45 orange and 10 green paper circles, about 5" in diameter; use a stapler, tape, and a table.
Activity 2: Prepare individual pictures, one for each pupil, of big and little balloons, bags, beads, marbles, blocks.
Activity 3: Draw 3 circles and 3 squares on the floor with chalk; use 1 square bean bag.

1. PAPER CIRCLE CHAINS

Have the class sit in the shape of a horseshoe with a table at the open end near a bulletin board or wall. On the table have a stapler, forty-five orange and ten green paper circles. Tape one green circle high on the wall and say that it is a set of one. Then have a pupil ask the class what it is. Staple a green circle on the bottom of an orange circle , demonstrating the concept of "one more". As you tape the two stapled circles high on the wall next to the set of one circle, say, "This is a set of two," and have a different pupil ask the class what it is.

T: /taping one circle on wall/
This is a set of one.
P1: /pointing with teacher's help/
What's that?
T&C: It's a set of one.
T: /taping two circles on wall/
This is a set of two.
P2: /pointing to two circles/
What's that?
C: It's a set of two.

Continue through ten, always stapling the orange circles first and adding "one more" green one on the end of each string as below:



2. PUPIL POP UP

Arrange pictures of big and little balloons, bags, beads, marbles and blocks in a big circle on the floor. Have each child sit on one picture. Move in front of individuals and guide them to "pop up" to show their picture. Inquire about each picture.

T: /standing in front of pupil and pointing at hidden picture/
What's that?
P: /"popping up" to show picture/
It's a balloon.

Have individuals one at a time be the "questioner". Then, repeat the activity, having the class hold their pictures in front of them. Use What size is (that balloon)? and Is (that balloon) (big)? Let individuals become the size "questioner".

3. HIT A SHAPE

Have the pupils sit on the floor in a circle. Chalk three circles and three squares in the center area. Have one pupil toss a square bean bag onto one of the chalk shapes. Guide him to ask the class about the chalk shape.

P1: /pointing to proper chalk shape and asking with teacher's help/
What shape is that?
C: It's (round).

After several pupils have tossed the bag and asked What shape is that?, change the question to Is it round or square? and have several pupils ask that question. Then holding up the bean bag, ask about its shape and use.

T: /holding up square bean bag/
What shape is this?
C: It's square.
T: What do you do with it?
C: I play with it.

SUGGESTED FIELD TRIP

Arrange to take the class, in small groups, through a department or grocery store after lessons 16-24 have been completed. On the way to the store have the groups discuss how to behave safely on the bus and inside the store. Have each aide or mother help her group identify and describe the merchandise, using questions and statements, about the names, sizes, shapes and functions of the articles. After the trip collect pictures of the merchandise seen by the class. Put tape on the back of the pictures and set them on the chalk ledge. Ask the class to identify what they saw on the trip using the question What's in the store? Tape the pictures to the board as the pupils touch them. After the pictures have been identified, aid the class in grouping them by asking their shape, etc. Continue, encouraging any grouping pupils may select.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying articles of clothing
- Demonstrating that people want many things
- Distinguishing whether or not objects are same size
- Ordering sets containing one-five
- Describing objects by color
- Classifying like sizes and colors of clothing
- Determining how many articles of clothing are the same color

MATERIALS:

Activity 1: Prepare a boy and a girl paper doll and cutouts of dresses, and shirts.

Activity 2: Prepare paper cutouts of 10 jackets, 10 shoes and 10 socks in two sizes; use a blindfold

Activity 3: Prepare several paper cutouts of jackets, pants, shoes, shirts dresses, socks in red, yellow and blue, and a piece of paper in each one of those colors.

Activity 4: Prepare 4 strips of different colors, using red, blue, yellow, green, white or black paper.

1. MUÑECOS DE PAPEL (to accompany lesson 26) PAPER DOLL

Señale las camisas, pantalones y vestidos de distintos niños, pregunte a la clase qué son. Muestre camisas, vestidos y pantalones de muñeco de papel y permita a tres niños que escojan las piezas que prefieran. Pregunte a la clase cuántas piezas tiene cada uno de esos niños. Muestre una muñeca de papel sin vestido, pregunte qué necesita la muñeca. Ayude a la clase a preguntar a los niños con recortes si tienen vestidos. El primero de los tres niños que encuentre un vestido se lo pondrá a la muñeca. Repita usando un muñeco sin camisa.

Point to several pupils' pants, shirts and dresses. Ask the class what they are. Show paper doll shirts, pants, and dresses and have three pupils choose several items that they like. Ask the class how many articles of clothing each child has in his hands. Show a girl paper doll without clothing. Ask what the doll needs. Help the class to ask the three pupils with the cutouts if they have dresses. The first of the three pupils to find a dress puts it on the dolls. Repeat using a boy paper doll without a shirt.

2. BUSCANDO LAS GRANDES (to accompany lesson 27) FINDING THE BIG ONES

Muestre recortes de medias en dos tamaños preguntando qué son. Esconda las pequeñas. Muestre las grandes y pregunte cómo son. Muestre sólo las pequeñas y repita la pregunta. Mostrando una de cada tamaño pregúnteles

Show cutouts of large and small socks and ask what they are. Hide the small ones. Show the large socks and ask about their size. Then show only the small socks and repeat the question. Showing a sock of each size, ask the

si son iguales. Repita la actividad con recortes de sacos y zapatos. Véndele los ojos a un niño e invítelo a que forme un conjunto de tres sacos grandes. Repita vendándole los ojos a diferentes niños y permitiéndoles que formen conjuntos de uno a cinco con recortes grandes o pequeños. Ayude a un niño a organizar los conjuntos por su cantidad.

class if they are the same. Repeat the activity with cutouts of jackets and shoes. Blindfold a pupil and invite him to form a set of three large jackets. Repeat, blindfolding different pupils and asking them to form sets of one to five with large or small cutouts. Then, help a pupil order the sets from one-five.

3. JUGANDO DE TIENDA (to accompany lesson 28) PLAYING STORES

Forme con mesitas un mostrador y coloque medias, camisas, vestidos, sacos, pantalones y zapatos recortados de papel rojo, amarillo y azul. Un niño será el "vendedor", los demás vendrán de uno en uno a comprar. Ayude al "comprador" para que pregunte si tienen camisas. El "vendedor" mostrará una roja y el "comprador" guiado por Ud. preguntará si tiene otros colores. El "vendedor" mostrará otras de diferentes colores y Ud. preguntará a la clase de qué color es cada una que muestre. Repita la actividad hasta que cada niño haya "comprado" una pieza. Muestre un trozo de papel amarillo y pida que los niños que tienen ropa amarilla se pongan de pie. Forme un grupo con ellos. Repita con rojo y azul. Pregunte si los niños de un grupo tienen del mismo color y haga la misma pregunta con niños de grupos distintos.

Make a counter with tables. On the counter place socks, shirts, dresses, jackets, pants, and shoes cut out of red, yellow, and blue paper. One pupil will be the "storekeeper", and the others will come one at a time to shop. Help the "customer" to ask if the "storekeeper" has shirts. The "storekeeper" will show a red one and the "customer", guided by you, will ask if there are other colors. The "storekeeper" shows other shirts of different colors and you ask the class the color of each shirt he shows. Repeat the activity until each pupil has "bought" an article of clothing. Then show a strip of yellow paper and ask the children who have the yellow clothes to stand, forming a group. Repeat with red and with blue. Ask if all the pupils in one group have the same color. Ask the same question with pupils of two groups.

4. DEL MISMO COLOR (to accompany lesson 29) THE SAME COLOR

Reparta tiras de papel rojo, azul, amarillo, verde, blanco y negro. Llame a un niño que lleve zapatos negros. Pregunte de qué color son sus zapatos y diga a los niños con tiras de ese color que se las den al niño. Repita la actividad con niños que tengan prendas de vestir en los colores de las tiras de papel. Cuando todas las tiras de un color estén en manos de un niño invite a la clase para que las cuente. Pregunte de cuántas tiras consta el conjunto que tiene cada niño. Hágalos comparar si dos conjuntos son iguales o diferentes.

Distribute strips of red, blue, yellow, green, white, and black paper. Ask a pupil who is wearing black shoes what color his shoes are. Tell the pupils with paper strips that match the color of the shoes to give the strips to the pupil. Repeat the activity with pupils who have clothing of each of the other colors. When all the strips of a given color are in the hands of the pupil, have the class count them. Ask how many strips of paper make up the set that each child has. Have the pupils compare the sets to see if the two sets are alike or different.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 26

Review	LINGUISTIC FOCUS	Introduce
What's this? It's a (___). I want (___). It's a set of (three). three-five		What are (these, those)? Those (are, aren't) (dresses). They're (dresses). clothes: dress, dresses, shirt, shirts, pair of pants, pants

LINGUISTIC COMMENTARY

Typical language problems are: substitution of is for are; loss of verb are, as they dresses for they're dresses; loss of plural endings; substitution of dose for those, "deese" for these, dare for there, "chirt" for shirt, "aren" for aren't, and pant for pants.

Review	CONCEPTUAL FOCUS	Introduce
Identifying sets of three-five		Identifying articles of clothing Distinguishing clothing as a class Demonstrating that people want many things Classifying like items of clothing Ordering sets containing three-five

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding clothing as a class that includes dresses, shirts, and pants.

MATERIALS

Activity 1: Prepare magazine cutouts of 2 dresses, 2 pairs of pants and 2 shirts; use a string, 6 paper clips, and Wink.
Activity 2: Use a clothing catalog and Blink.
Activity 3: Prepare a box with a picture of a washing machine taped on the front, magazine cutouts of 1 shirt, 2 pairs of pants and 3 dresses; use all of the cutouts from Activity 1 also.

1. HANGING CLOTHES

Hang a string "clothesline" in front of the class. Have magazine cutouts of two dresses, two pairs of pants, and two shirts on a table. Have one pupil "hang up" a dress with a paper clip. Have him ask the class what the cutout is. Model the correct response. Then "hang up" the other dress yourself. Have Wink touch the dresses and ask, "What are these?" Model the response.

P: /hanging up dress and with teacher's help/
What's this?
T: /modeling response/
It's a dress.
C: It's a dress.
W: /touching dresses after teacher puts dress on line/
What are these?
T: /stepping back and pointing to dresses/
Those are dresses.
C: Those are dresses.

Continue, using shirt, shirts, pair of pants, and pants. Then point to all the clothes on the line and say, "Those are clothes." Ask the class to repeat.

T: /indicating all the cutouts/
Those are clothes.
What are those?
C: /with teacher's help/
Those are clothes.

2. CATALOG SHOPPING

Have the class sit on the floor in front of you, separating the girls and boys. Showing a catalog page of dresses, have Blink and the boys ask the girls, "What are those?" Help the girls trick the boys saying, "They're shirts." Have Blink's group respond, "Those aren't shirts." Help the girls give the right answer.

B: /to girls, pointing at dresses/
What are those?
Bs: What are those?
T: They're shirts.
Bs: They're shirts.
B: Those aren't shirts.
Bs: Those aren't shirts.
T&Gs: They're dresses.

Continue the activity, turning to pages of shirts and pants so that the girls can be the "questioners."

Then return to each page and ask individuals to point to desired items.

T: /showing page of (dresses)/
Which ones do you want?
P: /after pointing to several dresses and with teacher's help/
I want those.

3. THE LAUNDROMAT

On a table in front of the class, have a box with a picture of a washing machine taped on the front. Put magazine cutouts of three shirts, four pairs of pants, and five dresses in the "machine." Have two helpers at the "laundromat." Have one helper take out the clothes, one by one, ask, "What is this?" and give each item to the other helper. Helper 2 "sorts the clothes" by arranging them in sets of like items and asks, "What are these?" Guide the class to respond appropriately to both helpers.

P1: /with teacher's help and taking item from "machine"/
What's this?
C: /with teacher's help/
It's a (dress).
P2: /sorting clothes into groups of like items and with teacher's help/
What are these?
C: They're (dresses).

Continue until all items are identified and grouped. Then arrange the sets in order; three shirts, four pairs of pants, five dresses. Hold up each set, helping the class count the items and name the set.

T&C: /teacher holding up shirts/
One, two, three.
It's a set of three.

TAKE-OFF IDEAS

*At free times, let pupils play with a box of old clothes. Encourage them to talk about their own clothes as well as the "dress up" clothes.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 27

Review	LINGUISTIC FOCUS	Introduce
I want a (___). (This, That) is (___). (These, Those) are (___). What (size) are (these, those)? a set of (two) big, little		Are (these) (the same size)? (These) (are, aren't) (the same size). They're different. socks, shoes, jackets the same, different

LINGUISTIC COMMENTARY

Typical language problems are: loss of verb are; loss of plural ending; substitution of "choos" for shoes, "yakes" for jackets, "sise" for size, and "deeferen" for different.

Review	CONCEPTUAL FOCUS	Introduce
Identifying articles of clothing Describing the relative size of an object Identifying sets of one-five		Distinguishing whether or not objects are the same size Demonstrating that different people want different things Ordering sets one-five

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that cutouts differing in only one attribute are not the same.

MATERIALS

Activity 1: Prepare red, yellow & blue paper cutouts of 2 big & 4 little shoes, 2 big & 4 little socks, and 4 big & 2 little jackets, making sure that each of the 3 colors are used for each type of clothing; use 3 shoe boxes, Wink and Blink.

Activity 2: Use 2 big and 2 little cutouts of shoes, jackets, and socks from Activity 1 and Wink.

Activity 3: Use cutouts from Activity 1 for sets of 1 and 5 jackets, 2 and 4 shoes, 3 socks and a paper bag.

1. HIDDEN CUTOUTS

On a table have three shoe boxes, and cutouts of shoes, socks, and jackets. Using Wink, identify one, then several shoe cutouts. Put the shoe cutouts in one box. Ask the class what they are and use Blink to guide the response.

W: /holding up shoe cutout/
This is a shoe.
/holding up several shoe cutouts/
These are shoes.
What are these?
B&C: They're shoes.

Introduce sock, socks, jacket, jackets in the same manner. Have Wink hide her eyes while Blink mixes up the three boxes. Wink tries to guess what is in each box, while Blink and the class respond.

W: /guessing and pointing to a box/
Are those jackets?
B: /looking in the box and modeling/
No. Those aren't jackets.
Those are shoes.
B&C: /while class looks into the box/
No. Those aren't jackets.
Those are shoes.
W: /pointing to a second box/
Are those socks?
B&C: /looking into the box/
Yes. Those are socks.

Repeat having groups and then individuals question each other.

2. SAME SIZE GAME

Display on a board two big and two little cutouts of shoes, socks, and jackets. Point to two big socks. Ask their size. Tell the class they're the same size. Ask if they are the same size and have Wink give the response. Repeat the above showing a big and a little sock, stressing the size difference.

T: /pointing to both big socks/
What size are those?
C: /with Wink's help/
Those are big.
T: They're the same size.
Are they the same size?
C: /with Wink's help/
Yes. They're the same size.
T: /pointing to a little sock/
What size is that?
W&C: That's little.
T: /pointing to a big and little sock/
Those aren't the same size.
They're different.
Are those the same size?
C: /with Wink's help/
No. They're not the same size.
They're different.

Continue, having several pupils come up and choose any two cutouts. Have them show the cutouts to the class, and ask, in turn, if they are the same size. Guide the correct response.

P: /choosing a big and a little shoe/
Are these the same size?
C: No. Those aren't the same size.
They're different.

3. PICK A SET

In a paper bag place five sets of cutouts having one, two, three, four, and five members. Include sets of shoes, socks, and jackets. Clip each set together. Blindfold a pupil and have him take a set from the bag. Help him ask the class what he has. After he has identified his set, remove the blindfold, and help him hang his set on the bulletin board so that all the members of the set are visible. Guide him to tell what set he has.

P: /with teacher's help after taking a set of two jackets from the bag/
Are these shoes?
C: No. They aren't shoes.
P: Are these jackets?
C: Yes. They're jackets.
T&P: One, two.
It's a set of two.

As pupils identify sets by number, help arrange them in order of quantity. Vary the activity by having pupils ask if different cutouts are the same size.

TAKE-OFF IDEAS

*During free times let pupils cut out articles of clothing they would like to have from old catalogs. Encourage the class to identify and group them as they are put on a bulletin board.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 28

Review	LINGUISTIC FOCUS	Introduce
They're (jackets). That's a (jacket). It's (___). Yes. They're the same (___). I want these (jackets).		What color are they? What color are (these, those) (socks)? (Those clothes) (are, are not) (red). (Two) are (red).
socks, dresses, shirts, jackets		color; red, yellow, blue

LINGUISTIC COMMENTARY

Typical language problems are: addition of <u>of</u> before <u>what</u>, as in <u>Of what color are these clothes?</u>; substitution of "jellow" for <u>yellow</u> and "<u>ret</u>" for <u>red</u>.

Review	CONCEPTUAL FOCUS	Introduce
Identifying articles of clothing Classifying resources by attributes		Describing objects by color Distinguishing whether or not objects are the same color Demonstrating preference in satisfying needs

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding color as a class that includes yellow, blue, and red.

MATERIALS

Activity 1: Prepare 3 or 4 pictures each of red clothes and blue clothes with tape on the back of each picture or use the red and blue cutouts from Lesson 27; use Blink.

Activity 2: Prepare 1 red, 1 yellow and 1 blue dress and shirt cutout; use 1 red, 1 yellow and 1 blue jacket cutout from Lesson 27, and Wink.

Activity 3: Prepare 1 red, 3 yellow and 5 blue sock cutouts; use 1 red, 1 yellow and 1 blue sock cutout from Lesson 27.

1. COLOR CLOTHES

Have several pictures of red clothes and blue clothes taped to the board grouped by color. Using Blink, point to one set and have him ask its color. Model the reply for the class.

B: /touching red clothes/
What color are these clothes?
T: Those clothes are red.
T&C: Those clothes are red.

Next ask groups of pupils, then repeat with the blue set. Next, point to each set in turn, telling what color it is not and asking what color it is.

T: /pointing to red set/
Those clothes are not blue.
What color are they?
C: /with teacher's help/
They're red.
T: /pointing to blue set/
Those clothes are not red.
What color are they?
C: They're blue.

Continue, dividing the class in two groups. At the board, help Group 1 take your place in the second dialog while Group 2 answers the questions.

2. CLOTHES DROPPING

Arrange the class in a circle. Have paper cutouts of three jackets, three dresses, and three shirts. Have one item in each set blue, one red, and one yellow. Using Wink, show the yellow items, having her ask their color. Model the reply for the class.

W: /showing yellow clothes/
What color are these clothes?
T: Those clothes are yellow.
T&C: Those clothes are yellow.

Drop the clothes in a circle, then select a pupil to group the yellow clothes and ask individuals about them.

T: /after P groups yellow clothes/
What are those?
P: They're clothes.
T: /touching one/
What's this?
P: That's a (jacket).
T: What color is it?
T&P: It's yellow.
T: /pointing to entire set/
Are those the same color?
T&P: Yes. They're the same color.
This set is yellow.

Continue, selecting different pupils to group the red and blue sets.

3. CHOOSING COLOR CLOTHES

With the class in a circle, show paper cutouts of socks. Have two red, four yellow, and six blue ones. Drop the socks in the circle and have three pupils group them by color. Ask each pupil the color of his socks, then have the class ask the question of each of the pupils. Next, have the class ask each pupil, "How many socks are (red)?" Aid the responses.

T: What color are those socks?
P1: They're (red).
T&C: /to Pupil 1/
What color are those socks?
P1: They're (red).
T: /to class, pointing at P 1's set/
How many socks are (red)?
T&C: One, (two). (Two) are (red).
It's a set of (two).

Continue, grouping all the socks in one pile. Say that you and the three pupils want socks. Guide the pupils in choosing any socks that they want.

T: /selecting two socks from pile/
I want these socks.
P1: /selecting two socks/
I want these socks.

TAKE-OFF IDEAS

*During social studies, explain to the class that all people need clothes. Show pictures of clothes from different countries. Have pupils select the clothes they would like to have and stand in front of the class. Have them identify the clothes and color when appropriate. Compare items in different sets by touching one item in each set asking if they are the same or different size, shape, and color. Next, help the class generalize that different people want different things.

FLICS	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 29

Review	LINGUISTIC FOCUS	Introduce
(Those clothes) are (red). They ('re, 're not) (clothes). They're (red). socks, shoes, pants, jackets, dresses red, yellow, blue		Are (those socks) (blue)? Are (they) (red) or (yellow)? Are they (shirts) or (dresses)? How many (socks) are (green)? green, black, white

LINGUISTIC COMMENTARY

Typical language problems are: use of non-standard word order, as Are blue those socks? for Are those socks blue?, substitution of block for black, and loss of verb are, as They green for They're green.

Review	CONCEPTUAL FOCUS	Introduce
Describing objects by color Identifying articles of clothing Demonstrating that different people want different things. Observing the classification of resources by attributes		Distinguishing the color of an item from 2 given colors Distinguishing clothing items from 2 given clothing items

CONCEPTUAL COMMENTARY

A typical conceptual problem is: the continuance of difficulty in understanding color and clothing as classes including many elements.

MATERIALS

Activity 1: Prepare cutouts of 4 white and 4 green socks, 1 red and 10 black shoes, 3 blue, 1 red and 3 yellow dresses, 3 yellow and 4 green jackets, 5 black and 5 blue pants; use 1 red shoe, 1 yellow jacket from Lesson 27 and 1 blue, 1 yellow and 1 red dress from Lesson 28; use 3 tables and Blink.

Activity 2: Prepare cutouts of 3 blue shirts; use 1 blue shirt from Lesson 28, 2 red, 2 yellow dresses from Activity 1 of this lesson, Wink and a display board.

Activity 3: Use cutouts from Activity 1 of this lesson of 2 blue and 2 yellow dresses, 4 white and 2 green socks and 10 black and 2 red shoes, Wink and Blink.

1. COLOR TABLES

Have three tables in an open area. Choose one pupil to stand behind the second table. On each table have several cutouts of green, black, white, red, yellow, and blue clothing. Use socks, shoes, pants, jackets, and dresses. Take the class to the first table and help them identify the colors of the clothes.

T: /pointing to (blue) clothes/
Those clothes are (blue).
T&C: Those clothes are (blue).

Go to the second table. Help the class ask the "table pupil" about the color of specific sets of clothes.

T: /pointing to blue socks, asking pupil at table/
Are those socks blue?
T&C: Are those socks blue?
P: Yes, they are.

While at the last table, have Blink choose an article of clothing he wants.

T: /to Blink/
Which one do you want?
B: /pointing/
That (shirt).
T: /to Blink/
What color is it?
B: It's (blue).

Continue, having several pupils choose what they want and identify the color.

2. CHOOSING

Have cutouts of four blue shirts, two red dresses, and two yellow dresses on a display board in front of the class. Ask if the cutouts are clothes.

T: /pointing to cutouts of clothes/
Are these clothes?
C: Yes. They're clothes.

Divide the clothes into two sets: shirts and dresses. Have Wink choose three pupils to be "questioners", with a volunteer answering. If the volunteer does not answer correctly, have Wink respond and model the response.

W: /pointing to dresses/
Are they shirts or dresses?
W'sG: Are they shirts or dresses?
V: They're shirts.
W: No. They're not shirts.
They're dresses.

Remove the shirts. Divide the dresses into two sets; red and yellow. Have Wink help his group ask a volunteer the colors of the sets.

W: /pointing to the red dresses/
Are the dresses red or yellow?
W'sG: Are the dresses red or yellow?
V: They're red.

Repeat the activity with other groups of three asking questions and other volunteers answering.

3. COUNTING SETS

Have the class sit in two groups. Have cutout sets of two blue and two yellow dresses, four white and two green socks, ten black and two red shoes. Display the two sets of socks. Have Wink point to the set of two green socks and help one group ask about the color and then the quantity. Have Blink help the other group respond appropriately to each question.

W&G1: /pointing to green socks/
Are those socks green or white?
B&G2: They're green.
W: /modeling question/
How many socks are green?
G1: How many socks are green?
B&G2: One, two.
Two are green.

Continue with the white socks and other sets, having first Wink point to items as Group 1 asks questions, and then Blink point to items as Group 2 asks questions.

TAKE-OFF IDEAS

*Use white finger paint. Have pupils add powdered paint in various colors to see and talk about the colors that suddenly appear.

*After telling Little Red Riding Hood, have the class re-tell it, using blue.

F L I C S	MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 30

REVIEW-EVALUATION

This lesson aims at determining how well the pupils incorporate the structures and vocabulary of Unit 3 into modified language situations. It is followed by a record sheet. You should attempt to elicit individual responses from all pupils in these activities, and keep accurate records. It is recommended that you use a tape recorder. Careful use of Lesson 30 should help you to focus on specific problems your pupils are having.

The dialogs in Lesson 30 do not represent the structures that the pupils must say. A stimulus is given and the pupil will select his answer from those structures he knows. The response written is only an example of a possible response which a pupil may give.

LINGUISTIC PROGRESS CHECK

Asking about the size, shape and color of objects using What (N) is (N)?, Is (N) (Adj)?, How many (N) are (Adj)? and Is it (Adj)?
Describing objects by using this, that or it with is followed by an adjective
Describing nouns by using are followed by the same (color)
Describing groups of objects by using numerals with are followed by an adjective or noun

CONCEPTUAL PROGRESS CHECK

Distinguishing sets of objects by color, size, and shape
Demonstrating that different people want different things
Classifying sets of clothes by number and color
Classifying objects by color and shape

MATERIALS

Activity 1: Use 3 solid colored balls, balloons, big and little blocks; a table, Wink and Blink.
Activity 2: Use colored cutouts from Lesson 29: 4 jackets, pants, dresses, shoes and socks; use Blink.
Activity 3: Place 2 soap squares, 3 cardboard squares, 2 round beads, 2 plates and a ball in 10 bags, use solid colored objects; have enough colored lollipops for each pupil.

1. ATTRIBUTES

On a table in the front of the room, have balls, balloons, and big and little blocks. Divide the class into two groups. Give Blink to a pupil in group one and have another pupil in that group take one object. Cue Blink to ask a question about the size, color or shape. After a pupil responds, give Wink to a pupil in group two and repeat. After a pupil in each group has an object, have them stand together and ask if the sets are the same or different color, size or shape. Have a volunteer respond.

T: /guiding pupil in group 1 to take one object, then to Blink/
Ask (Joe) what color that ball is.
B: What color is that ball?
P1: This ball is red.
T: /after repeating activity with another pupil/
Are those the same (shape)?
V: No. Those are not the same (shape).

Have the pupils remain in front and repeat four times. When eight pupils are in front, group them according to the shape of their objects. Have pupils ask them specific questions about the objects using little, round, square, red, etc.

T: /to pupil in class, pointing to a ball/
Ask (Jo) if this ball is (little).
P1: Is this ball (little)?
P2: No. This ball is not (little).

Continue until all pupils have a chance to ask or answer questions. Conclude by having the pupils with square toys and then the pupils with round toys bring them to you at the cupboard.

2. CLOTHING

Place on a table four pictures each of jackets, pants, dresses, shoes and socks. Have a pupil come to the front and ask him what he wants. Have him hold his picture so that the class sees it.

T: /to pupil in front/
What do you want?
P1: /taking picture of (shirt)/
I want this (shirt).

Continue until eight pupils are in front. Use Blink to ask volunteers questions such as How many are pants, shirts, clothes, the same color, red, etc., and How many (shirts) are (red)? As the volunteer responds, have him point to the appropriate pictures and have those pupils take a step forward.

B: /to volunteer/
How many shirts are green?
V: /pointing to each green shirt/
One,...four. Four are green.

Continue the activity having different pupils come to the front and giving pupils a chance to be Blink.

3. QUESTION TIME: ATTRIBUTES

Distribute two soap squares, three cardboard squares, two round beads, two plates and a ball among ten bags. Have the lollipops in your desk. Hold a bag, telling the class to ask you about the size, shape or color of the object hidden. Continue until the attributes of size, shape and color are guessed. Then pull out the object.

T: /holding and pointing into a bag/
Ask me about the color of this.
/to pupil raising his hand/
Jose.
P1: Is it yellow?
T: Yes. It's yellow.
/after the attributes of shape, size, and color are guessed/
This soap is yellow. It's square.

After three bags, vary the activity saying, "Ask me about this." Then display the lollipops and guide the class to ask a volunteer questions about the lollipops. After the attributes are discussed, pass out a lollipop to each pupil.

TAKE-OFF PROGRESS CHECK
*At art time, display many clothes cutouts. Ask pupils to pick which they want. Then allow them to draw designs on the cutouts, talking about the colors they use.

RECORD SHEET - LESSON 30

Following is a list of the main structures checked in Lesson 30. As each pupil responds to an item, place a mark indicating whether he uses a "Standard" or "Non-Standard" form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
What size is that ball?	卌 卌	卌	15	10/15x100=67%

For this structure, there were fifteen responses; 67% of these were in Standard form.

STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENT STANDARD
1. What (color) is that (Noun)?				
This (N) is (Adjective).				
This (N) is not (Adj).				
These (N) are the same (color).				
These (N) are not the same (color).				
Is the (N) (Adj)?				
2. (Three) are (Adj).				
(Three) are the same (shape).				
(Two) are (N).				
How many (N) are (Adj)?				
How many are (N)?				
How many are the same (color)?				
2&3. How many are (Adj)?				
3. Is it (Adj)?				

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return sheet to:

Michigan Migrant Primary Interdisciplinary Program
3800 Packard Road
Ann Arbor, Michigan 48104

Lesson	Clarity of Instructional Intent	Teachability of Activities	Relation to Pupils' Language Needs	Relation to Other Areas of Curriculum
21	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
22	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
23	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
24	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
25	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
26	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
27	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
28	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
29	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
30	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

UNIT 4

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSONS UNIT 4

The first grade child is often asked to work in groups as well as individually, and with adults as well as peers. In order to interact meaningfully and share tasks with peer groups and the teacher, custodian, bus driver, cook, etc., the Spanish-speaking child needs to be able to understand and use questions and statements about roles and tasks using English language structures.

LINGUISTIC FOCUS

Unit Four basically contains questions and answer structures in the present progressive, singular and plural, which deal with:

THE IDENTITY OF SCHOOL WORKERS AND

HELPERS AND THEIR ROLES

CONCEPTUAL FOCUS

Unit Four contains activities which are basically designed to help the first grade child with the following:

IDENTIFYING SCHOOL WORKERS AND THEIR ROLES

IDENTIFYING SETS BY QUANTITY

DEMONSTRATING SCHOOL WORKERS AT WORK AND AT REST

WORKING TOGETHER TO ACCOMPLISH GROUP TASKS

ORDERING SETS

IDENTIFYING AND DISTINGUISHING ACTIVITIES OF SCHOOL WORKERS

SATISFYING CLASSROOM NEEDS THROUGH SHARING CLASSROOM RESOURCES

FORMING SETS AND SUBSETS OF SCHOOL WORKERS

IDENTIFYING ATTRIBUTES OF SHAPES

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying school workers and their roles
- Classifying school workers into sets
- Identifying school workers as working or resting
- Observing and reporting the effects of actions on objects
- Observing that rearranging members of a set does not change the number property of the set
- Classifying school workers by their activities

MATERIALS:
- Activity 1: Use the pictures from English Lesson 31.
- Activity 2: Use the pictures from Activity 1 of English Lesson 32.
- Activity 3: Use 2 big pieces of paper, the picture from Lesson 32 of the cook fixing lunch, the pictures from Lesson 33 of the custodian fixing a desk and a bus driver fixing a bus, and the 3 accompanying pictures of the school workers when they have finished their tasks.

1. MAESTRAS Y PORTEROS (to accompany lesson 31) TEACHERS AND CUSTODIANS

Muestre un cuadro de un portero sacudiendo, identifíquelo, pregunte qué hace el portero. Colóquelo en la pizarra. Proceda igual con cuadros del portero pintando, la maestra enseñando y la maestra sacudiendo. Señale los cuadros en que la maestra y el portero están sacudiendo. Pregunte qué hacen ellos. Un niño tomando esos cuadros en sus manos interrogará a la clase en igual forma. Cuéntelos con los niños y ayúdelos para que digan "Es un conjunto de dos." Proceda igual con los otros dos cuadros, diciendo cada vez "Es un conjunto de uno."

Show a picture of a custodian dusting and identify him. Ask what he is doing and put the picture on the chalkboard. Continue with pictures of the custodian painting, a teacher teaching, and a teacher dusting. Pointing to the two dusting pictures ask the class what the workers are doing. Give the two pictures to a child and have him ask the class the same question. Help the pupils count the pictures and identify the number of the set, saying, "It's a set of two." Continue with the other two pictures, saying, "It's a set of one" each time.

2. TRABAJAN Y DESCANSAN (to accompany lesson 32) THEY WORK AND REST

Presente una lámina de una cocinera haciendo el almuerzo. Identifíquela. Haga que los niños noten que hace el almuerzo diciendo "Está haciendo el al-

Show a picture of a cook fixing lunch. Identify her. Have the class note that she is fixing lunch by saying, "She is fixing lunch. She is working."

muerzo. Está trabajando." Muestre otra lámina de la cocinera descansando. Coloque ambas en la pizarra. Pregúnteles si la cocinera está trabajando o descansando en cada una de ellas. Proceda igual con láminas de la maestra, el chofer y el portero, trabajando y descansando. Un niño retirará las láminas de trabajadores trabajando. Ayude a la clase a contar los miembros del conjunto que quedó en la pizarra. Pregunte cuántos son. Proceda igual con el conjunto en manos del niño.

Show another picture of the cook resting. Place both pictures on the chalkboard and ask the class whether the cook is resting or working in each of the pictures. Continue with pictures of the teacher, bus driver, and custodian working and resting. Ask a child to pick up the pictures of the workers working. Help the class count the members of the set that is on the chalkboard. Ask how many there are. Proceed in the same way with the set the child picked.

3. TRABAJANDO (to accompany lesson 33) WORKING

En la pizarra pegue dos pliegos de papel grandes. Muestre un cuadro de una cocinera haciendo el almuerzo. Pregunte quién es y qué hace. Ponga el cuadro sobre uno de los papeles. Muestre otro cuadro de la cocinera con el almuerzo terminado. Señalando el almuerzo pregunte qué es y quién lo hizo. Colóquelo en el otro papel. Proceda igual con cuadros similares de un portero arreglando un escritorio y con él arreglado y de un chofer arreglando el autobús y con él arreglado. Hága notar lo que cada trabajador está haciendo y el trabajo terminado. Cuente con los niños los cuadros que tiene en cada papel. Pregunte de cuántos miembros consta cada conjunto. Cambie la posición de los cuadros en cada conjunto varias veces contando cada vez los miembros que lo forman.

On the chalkboard tape two big pieces of paper. Show a picture of the cook fixing lunch. Ask the class who she is and what she is fixing. Place the picture on one of the papers. Show another picture of the cook with the lunch finished. Pointing to the lunch ask what it is and who made it. Place the picture on the other paper. In the same way, show similar pictures of the custodian fixing a desk and having fixed a desk, a bus driver fixing a bus and having fixed a bus. Have the class note what each worker is doing and what he has done. Count with the class the pictures on each piece of paper. Ask how many members each set has. Change the picture positions in each set several times, counting the members of each set each time.

4. LOS TRABAJADORES (to accompany lesson 34) THE WORKERS

Escoja niños que tomarán el lugar del portero, cocinera y chofer. Sugiera acciones que estos niños simularán hacer: La "cocinera" cocinando, el "portero" arreglando una mesa y el "chofer" manejando el autobús. Identifíquelos y pregunte a la clase qué hace cada uno. Ayude a los niños para que los cuenten y digan "Es un conjunto de tres." La clase con su ayuda pedirá a la "cocinera" y al "portero" que sacudan el lugar donde trabajaron. Pregunte qué hacen. Ayude a la clase para que los cuenten y digan "Es un conjunto de dos."

Choose three pupils to pantomime a custodian, a cook, and a bus driver. Suggest actions for the pupils to pretend to do such as the cook cooking, the custodian fixing a table, and the bus driver driving a bus. Identify each person and ask the class what each one is doing. Help the class count them and say, "It's a set of three." Help the class tell the cook and custodian to wipe up the place where they worked. Ask what they are doing. Help the class count them and say, "This is a set of two."

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 31

Review	LINGUISTIC FOCUS	Introduce
It's a set of (two).		What's (the teacher) doing? (She)'s (teach)ing.
one, two paste, draw, walk, run, paint		teacher, custodian teach, dust

LINGUISTIC COMMENTARY

Typical language problems are: substitution of "wass" or what for what's, "teasher" for teacher, and use of the "n" sound for the "ng" sound, as "doin" for doing, "teachin" for teaching, and "dustin" for dusting.

Review	CONCEPTUAL FOCUS	Introduce
Identifying a set of one-two		Distinguishing actions Identifying school workers and their various roles Classifying school workers by their specific roles

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that school workers perform specific tasks, but that they also perform some similar tasks.

MATERIALS

Activity 1: Use a crayon, jar of paste, Wink and Blink.
Activity 2: Use the accompanying pictures of a teacher teaching and a custodian dusting, Wink and Blink.
Activity 3: Use the accompanying pictures of a teacher dusting and a custodian painting, and the pictures from Activity 2, Wink and Blink.

1. GUESS THE ACTION

Have a crayon and paste near the class. Have Wink give the crayon to one pupil and whisper that he should pretend to be drawing. As the pupil "draws", have Wink ask the class what the pupil is doing. Have Blink help the class respond.

W: /while pupil "draws"/
What's (Paul) doing?
B: (He)'s drawing.
B&C: (He)'s drawing.

Then, have another pupil pantomime pasting. Continue, having other individuals perform the actions of walking and running. Then separate the class into two groups. Have a pupil from Group 1 perform one of the above actions while his group asks Group 2 what he is doing. Have Blink help Group 2 and Wink help Group 1.

W: /modeling, as pupil pantomimes/
What's (he) doing?
W&G1: What's (he) doing?
B&G2: (He)'s (past)ing.

After Group 1 has had several pupils pantomime, have Group 2 become the pantomiming-and-question group.

2. SCHOOL WORKERS

Display a picture of a teacher teaching. Identify the teacher and ask the class what the teacher is doing. Use Blink to help the class reply.

T: /pointing to teacher/
That's a teacher.
What's the teacher doing?
B: (She)'s teaching.
B&C: (She)'s teaching.

Continue, having Wink show the class a picture of a custodian dusting. Repeat the dialog, using custodian and dusting. Then have Blink play "teacher", drawing shapes on the chalkboard as Wink looks on. Identify Blink as the "teacher" and ask what Blink is doing. Repeat with Blink as the "custodian". Next aid volunteers to pantomime the "teacher" and the "custodian".

3. WORKERS DO DIFFERENT JOBS

Divide the class in two groups. Display the four pictures: a teacher teaching, a teacher dusting, a custodian dusting, and a custodian painting. Have Blink point to the teacher teaching and ask, "What's the teacher doing?" Have Wink respond. Then have Blink and one group repeat the question and Wink and the other group repeat the response.

B: /pointing to teacher teaching/
What's the teacher doing?
W: (She)'s teaching.
B&G1: What's the teacher doing?
W&G2: (She)'s teaching.

Repeat with the custodian, using What's the custodian doing? and He's painting. Next, use the teacher teaching and the teacher dusting, then the custodian dusting and the custodian painting. Repeat again, using all four pictures.

Help a volunteer group the pictures, making one set of dusting, one of painting and one of teaching. Point to each picture in a set and ask what each is doing. Then count the set with the class and identify the number of the set.

T: /pointing to first picture/
What's (he) doing?
C: (He)'s dusting.
T: /pointing to second picture/
What's (she) doing?
C: (She)'s dusting.
T&C: /counting/
One, two.
T: It's a set of two.
/to class, pointing/
What's that?
C: It's a set of two.

Repeat with each of the other pictures, using, It's a set of one.

TAKE-OFF IDEAS

*Take the class to visit the custodian's workroom and watch as he shows them various tasks he performs. Then have him go outside with the class and show them his tasks outside the building.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 32

Review	LINGUISTIC FOCUS	Introduce
That's a (___). (She)'s (___)ing. It's a set of (three). bus driver, teacher, custodian one-four		Is (the cook) (work)ing? Yes, (she) is. No, (she)'s not. (She)'s fixing lunch. Is (she) (work)ing or (rest)ing? cook, lunch fix, drive, work, rest

LINGUISTIC COMMENTARY

Typical language problems are: use of non-standard word order in questions, as Is working the teacher?; loss of is, as No, she not; use of -in for -ing; misplaced stress; use of "res" for rest; and difficulty with the vowel sound of work.

Review	CONCEPTUAL FOCUS	Introduce
Identifying school workers and their various roles Distinguishing actions Identifying sets of three-four		Demonstrating school workers at work and at rest Classifying school workers into sets

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty perceiving the different elements of a school in the abstract representation in Activity 2.

MATERIALS

Activity 1: Prepare a model of the school, using colored blocks; use the accompanying pictures of a teacher teaching and a custodian painting from Lesson 31, a cook fixing lunch and a bus driver driving, and a picture of each resting; use Wink and Blink.

Activity 2: Use 6 desks, pictures from previous activities of a teacher, a custodian and a cook to be pinned on pupils as labels, and Blink.

Activity 3: Use the pictures from Activity 1 and the accompanying working and resting labels.

1. BUSY SCHOOL WORKERS

Construct a model of the building as in Lesson 2, Activity 1. Identify the custodial, kitchen, and classroom areas by using pictures of a custodian painting, a cook fixing lunch, and a teacher teaching. Outside the "building" show a picture of a bus driver driving. Use Blink to model the identity of each of the "school workers". Ask what each is doing. Have Blink model the reply.

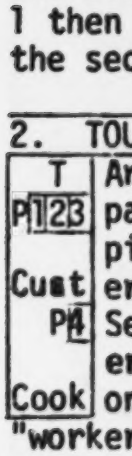
B: /pointing to picture of a cook/
That's a cook.
B&C: That's a cook.
T: What's the cook doing?
B: She's fixing lunch.
B&C: She's fixing lunch.

Repeat, using bus driver with driving. Continue with the custodian and teacher. Next, show the picture of the cook fixing lunch and have Blink ask, "Is the cook fixing lunch?" After Wink models the response, help the class repeat it.

B: /showing cook picture/
Is the cook fixing lunch?
W: Yes, she is.
T&C: Yes, she is.

Repeat, using, Is the cook (driv)ing? and No, she's not. She's fixing lunch. Continue with the teacher, bus driver, and custodian pictures. Then divide the class into two groups. Help Group 1 then Group 2 take Blink's place in the second dialog.

2. TOURING WITH BLINK



Arrange four desks as in the accompanying diagram. Select four pupils, placing three before "teacher", and one before "custodian". Select pupils to pantomime "teacher", "cook", and "custodian". Pin on the picture labels for each "worker". With Blink take the class on a "tour" of the "rooms". Instruct the "school workers" to work then rest. Have Blink ask if the workers are working or resting. Model the first reply.

B: /near teacher working/
Is the teacher working or resting?
T: She's working.
T&C: She's working.
B: /as teacher rests/
Is the teacher working or resting?
T&C: She's resting.

Continue, visiting "custodian" then "cook", each working then resting. Repeat, selecting different pupils as "workers" and "pupils". Help individuals take Blink's place in the dialog.

3. GROUPING THE SCHOOL WORKERS

Have pictures of "our school workers" at work and at rest. Put tape on the back of the pictures and set them on the chalk ledge. Have pupils go to the board and identify a worker. Ask about what each worker is doing. Help the pupil tape up the picture. Ask the class about the picture and then have the class ask the pupil about it.

P1: /selecting teacher working/
This is a teacher.
T: Is she working?
P1: Yes, she is.
T: /to class after P1 puts picture on board/
Is she working or resting?
C: She's working.
/to P1 with teacher's help/
Is she working or resting?
P1: She's working.

Repeat with the other pictures. Then help a pupil place the pictures of all the workers resting in one group and all the workers working in another. Help the class count the members of each set and identify the number.

T&C: /counting set of workers working/
One, two, three, four.
It's a set of four.
T&C: /counting set of workers resting/
One, two, three, four.
It's a set of four.

Then help the class label each set of workers with the accompanying labels.

TAKE-OFF IDEAS

*Save the labels and keep a list of the pictures in the two sets in Activity 3 for use in Lesson 34. Discuss the ways in which pupils can help school workers.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 33

Review	LINGUISTIC FOCUS	Introduce
That's a (___). It's a set of four. chair, door, floor, lunch, bus cook, custodian, bus driver fix, cut, dust, paint		What are you doing? I'm (fix)ing (a desk). Are you (fix)ing (a desk)? Yes, I am. No, I'm not. sweep desk, grass

LINGUISTIC COMMENTARY

Typical linguistic problems are: loss of are and 'm as in What you doing? and I fixing a desk; use of Yes, I'm for Yes, I am and "des" for desk.

Review	CONCEPTUAL FOCUS	Introduce
Identifying school workers and their various roles Identifying a set of four		Identifying and distinguishing activities of school workers Identifying, matching, and grouping people and pictures into equivalent sets Demonstrating that rearranging sets does not change their number property

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding fixing as meaning two different processes.

MATERIALS

Activity 1: Use the accompanying pictures of a custodian fixing a chair, fixing a desk, sweeping the floor, cutting the grass, and from Lesson 31, a custodian painting a door, and dusting a desk, and Blink.

Activity 2: Use pictures of the cook fixing lunch from Lesson 32, the custodian fixing the chair from Activity 1, and the picture of the bus driver fixing the bus from accompanying Spanish Activity, and Blink.

Activity 3: Use a picture of a teacher, custodian, bus driver, and cook all working, and Wink and Blink.

1. THE CUSTODIAN'S JOBS

Show pictures, one at a time, of the custodian fixing a desk, fixing a chair, painting the door, sweeping the floor, cutting the grass, and dusting the desk. Guide the class to identify the desk in the picture of the custodian fixing the desk. Divide the class in two groups. Have Blink and a pupil from Group 1 pantomime the action in the picture. Model the question What are you doing? Help Group 2 repeat the question and have Blink model the answer for the pantomiming pupil from Group 1.

T: /pointing to desk/
That's a desk.
T&C: That's a desk.
T: /as B&G1 pantomime fixing desk/
What are you doing?
T&G2: What are you doing?
B: I'm fixing a desk.
P1: I'm fixing a desk.

Repeat with the other pictures, identifying new objects and having Blink model the responses I'm painting the door, I'm sweeping the floor, I'm cutting the grass, and I'm dusting the desk. Alternate the groups' roles.

2. THE FIXERS

Display pictures of a cook fixing lunch, a custodian fixing a chair, and a bus driver fixing a bus. Divide the class in two groups. Point to the appropriate picture and explain that the cook is fixing lunch. Have Group 2 pantomime the action. Use Blink to model the question Are you fixing lunch? for Group 1. Help Group 2 respond.

T: /pointing to cook/
The cook is fixing lunch.
B: /modeling for G1 as G2 pantomimes/
Are you fixing lunch?
G1: Are you fixing lunch?
G2: /with teacher's help/
Yes, I am.

Repeat, pointing to the other pictures in turn, and identify each. Then ask the appropriate questions. Alternate groups asking questions and pantomiming. Then have individuals pantomime as the class questions them.

3. THE GUESSING MATCH

Select two groups of four pupils to stand in front of the class. Give each pupil in Group 2 a picture. Use pictures of the teacher, custodian, bus driver, and cook. Have the class count and identify each set of pupils as a set of four. Explain that as a pupil from Group 1 pantomimes one of the school workers tasks, volunteers will try to guess which task he is performing. The volunteer who guesses correctly will match the pantomiming pupil with the picture pupil by having them stand together away from the groups. Use Blink to whisper pantomiming roles and Wink to aid the matching.

T&C: /counting each group/
One, ...four. It's a set of four.
One, ...four. It's a set of four.
B: /whispering to P1 in G1/
You're (fix)ing (the bus).
V1: /as P1 pantomimes/
Are you (fix)ing (lunch)?
P1: /with Blink's help/
No, I'm not.
V2: Are you (fix)ing (the bus)?
P1: Yes, I am.

W then helps V2 match P1 with picture pupil and guides the pair to stand side by side away from G1 and G2.

Continue, having the next "matched workers" stand in front of the other "matched workers" forming two rows, one of pantomimers and the other of picture holders. After all the workers have been matched, help the class count each row of workers and identify each row as a set of four.

TAKE-OFF IDEAS

*During art have the class draw pictures of school workers. Encourage them to ask about the workers and their tasks. Point out to the class that some school workers perform many tasks, and that some may perform similar tasks.

*Set up a "Workshop Table" with toy tools, pieces of wood, etc., and a "Cafeteria" with dishes, plastic food, etc. During free time, let small groups of pupils use the area, discussing what they are doing.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 34

Review	LINGUISTIC FOCUS	Introduce
It's a set of one. fix, teach lunch tables, cupboards, chairs, desks		What does (he) do? Does (she) (teach) (the class)? Do you (teach) (the class)? Yes, I do. Yes, (she) does. class

LINGUISTIC COMMENTARY

Typical linguistic problems are: loss of do and does; substitution of do for does; adding third person s, as in Does she teaches?

Review	CONCEPTUAL FOCUS	Introduce
Identifying school workers and their roles Demonstrating school workers at work		Identifying school workers performing similar tasks Classifying school workers into subsets

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty in choosing pictures of workers doing similar tasks from many pictures.

MATERIALS

Activity 1: Use several chairs, desks, tables, cupboards, and Blink.
Activity 2: Use Wink and Blink.
Activity 3: Use the pictures from Lessons 31-33 with tape on the back, and a bulletin board.

1. THE CUSTODIAN

Select a pupil to be the "custodian". Place several chairs in the front of the room. Have the class pretend the chairs are broken and have the "custodian" fix them. As the custodian fixes the chairs, tell the class who he is and what he does. Have Blink ask what he does. Guide the class to respond.

T: /to class/
He's the custodian. He fixes chairs.
B: /to class/
What does he do?
C: /with teacher's help/
He fixes chairs.

Continue the activity having a new "custodian" pretend to fix desks, cupboards, and tables. Guide the girls and then the boys to ask the question.

2. NEW BLINK IN SCHOOL

Divide the class in two seated groups. Holding Wink and Blink, have the class pretend that Blink is new in school, and Wink will show him the "school workers". Select a pupil to be "teacher" and several to be "pupils" in front of the seated groups. Nod to the "teacher" and have Blink ask Wink, "Does (she) teach the class?" Guide Group 1 to repeat the question and Group 2 to respond appropriately after Wink models the answer. Then have Blink ask the "teacher", "Do you teach the class?" Have Wink help the "teacher" respond.

B: /to Wink pointing to "teacher"/
Does (she) teach the class?
G1: /with teacher's help/
Does (she) teach the class?
W: Yes, (she) does. (She) teaches the class.
G2: Yes, (she) does. (She) teaches the class.
B: /to "teacher"/
Do you teach the class?
P: /with Wink's help/
Yes, I do. I teach the class.

Continue, having other pupils act out "custodian" and "cook" using fix chairs, fix lunch, etc. instead of teach.

Guide Groups 1 and 2 to alternate asking and answering questions.

3. CHOOSE A WORKER

Put a piece of tape on the back of the pictures from Lessons 31-33, and turn them face down on a table. Have a volunteer come up front and choose a picture, show it to the class, and ask about what the school worker does. If necessary guide the class to make the correct response. As the pictures are identified, tape them on a bulletin board, and with the class, count and then identify the set of pictures.

V: /showing picture of teacher teaching the class/
Does she teach the class?
C: /with teacher's help if needed/
Yes, she does. She teaches the class.
T&C: /counting the number of teachers/
One.
T: It's a set of one.
T&C: It's a set of one.

Vary the activity by having the volunteer use What does (he) do? in place of Does (he) (teach) the (class)? Guide them to make the correct response. Group school workers who are performing similar tasks, and identify the number of the sets.

TAKE-OFF IDEAS

*During social science help the class recall Lesson 32, Activity 3 by rearranging the sets made in the 3rd activity of this lesson to form the sets made in Lesson 32. Point out that there are different ways of grouping elements in a set.

*During social science have the class pretend that they are in a different country. Use pictures of a foreign land to help the class. Ask them what type of school workers they could expect to find there and if they would be similar or different from their own school workers.

*During free times, let pupils role play school helpers, using a hammer, pots and pans, a bus driver's cap, etc.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 35

REVIEW

LINGUISTIC FOCUS - REVIEW

Asking and answering questions about identity and roles of school workers and helpers using present progressive singular structures

CONCEPTUAL FOCUS - REVIEW

Identifying school workers and their roles

Classifying school workers into sets and subsets

Identifying and distinguishing activities of school workers

MATERIALS

Activity 1: Use 10 pictures from Lessons 31-34 that show school workers resting and working, strips of paper in 3 different colors, and paper clips.

Activity 3: Prepare a rocket ship cutout; use the pictures of school workers from Activity 1, and Wink.

1. PICTURE ROUND-UP

Collect ten pictures from Lessons 31-34 of school workers working and resting. Give a picture to each of ten pupils. Have individuals hold up their pictures and identify the workers. Ask each pupil what his worker is doing.

P1: /holding up picture/
This is a (teacher).
T: What's the (teacher) doing?
P1: (She)'s (teach)ing.

Next, group the pictures on the chalk-tray by school workers, which includes all the pictures. Count and identify them as a set of ten. Then group the pictures in subsets of school workers, resting and working. As you make each subset, point to each picture and ask what that person is doing. After a subset is formed, have the class count and identify it. Clip pieces of paper to each item, using different colors for the set and each subset.

T&C: /after counting the ten pictures/
It's a set of ten.
T: /after subsets are formed, pointing to each picture in turn/
What's (he) doing?
C: (He)'s (work)ing.
/after pictures in subset have been identified, and as T points/
One,..(four). It's a set of four.
Clip colored paper to each item in set.

After the sets have been made, point out that pictures belong to a subset as well as the set.

2. GUESSING THE WORKER

Select pupils to be school workers. Have the pupil whisper to you what he is, then have other pupils question the "worker" to guess what he is. Aid the responses when necessary.

P1: /whispering to teacher/
I'm the custodian.
T: /cuing P2/
Do you...
P2: Do you (teach) (the class)?
P1: /with teacher's help if necessary/
No, I don't.
P3: Do you (fix) (chairs)?
P1: Yes, I do. I (fix) (chairs).
P3: (He)'s the custodian.

Repeat the activity with different pupils as workers. Divide the class in two groups. Have the groups alternate guessing who school workers are by having individuals from each group guess.

3. VISITOR FROM SPACE

Have the class pretend Wink is a visitor from outer space. Put Wink on a rocket ship cutout and have her "fly in" from "outer space". After she "arrives", have her tell the class she is a space visitor whose mission to earth is to find out about school workers. Show pictures of school workers and have Wink question the class about them.

T: /showing picture of a cook/
This is the cook.
W: Is the cook (work)ing or (rest)ing?
C: She's (work)ing.
W: What's she doing?
C: She's (fix)ing (lunch).

Repeat with several other school workers. Next have a group of pupils take Wink's place in the dialog.

SUGGESTED FIELD TRIP

Arrange to take the class, in small groups, through a neighboring school after Lessons 31-34 have been completed. Have each aide or mother help her group identify the school workers and describe what they are doing. Later, have pieces of blank paper taped to a wall. Ask the class to recall what school workers they saw and what they were doing. As each worker is identified, draw a stick figure representation of him and his activity on one of the pieces of paper. Next, aid the class in grouping the workers as in Activity 1, clipping pieces of paper on each item using different colors for different sets.

Have the class recall the workers in their own school. Draw these on individual papers as you did the other group. Ask if the groups are the same or different. Then point out that they are more alike than different.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
Identifying attributes of shapes by counting points and sides
Demonstrating pupils helping and resting
Working together or sharing resources to accomplish a group task
Identifying and discriminating circles, triangles, squares, and rectangles
Identifying groups performing and not performing tasks

MATERIALS:

Activity 1: Prepare a big paper square, triangle, and star; use tape.

Activity 2: Use the cutouts of a square, triangle, and rectangle from Activity 1, English Lesson 36, and a long strip of paper.

Activity 3: Prepare enough triangles and circles for each child; use a piece of paper and a pencil for each child, a piece of chalk, a phonograph record and a triangular clothes hanger.

Activity 4: Prepare enough cutouts of squares, rectangles, circles and triangles so that each 1/4 of the class receives one type of cutout; also prepare strips of paper the length of one side of the square and the rectangle.

1. BRINCANDO FIGURAS (to accompany lesson 36) JUMPING FIGURES

Haga un círculo con los niños de pie. En el centro pegue una estrella grande de papel. Identifique las puntas de la estrella. Un niño brincará de una a otra contándolas. Marque la punta en donde comenzaron. Otro niño lo ayudará tomándolo de la mano y contando. La clase escuchará para saber cuántas puntas tiene. Preguente a la clase qué hace cada niño. Cuando terminen pregunte a la clase cuántas puntas tiene la estrella y cómo lo supieron. Pida a los que brincaron que se sienten a descansar y pregunte a la clase qué hacen ahora. Repita usando un cuadrado y un triángulo.

Have the pupils stand in a circle. In the center tape down a big paper star. Identify the points. Have a pupil count the points of the star while jumping to each point. Mark the starting point. Have another pupil help the one who jumps, taking him by the hand and counting. Have the class listen to know how many points it has. Ask what each child is doing. Then, ask how many points the star has and how they found that out. Have the pupils who jumped sit down and rest. Ask what the pupils are doing now. Repeat the activity using a square and a triangle.

2. FORMANDO FIGURAS (to accompany lesson 37) FORMING FIGURES

Muestre un cuadrado de papel. Cuente

Show a paper square and count its sides

sus lados con ayuda de la clase pasando su dedo por cada uno. Algunos niños señalarán y contarán los lados del cuadrado. Diga que con ayuda de cuatro niños harán un cuadrado grande. Colóquelos haciendo de esquinas, pida que sostengan una tira de papel formando el cuadrado. Pregunte quiénes están ayudando. Algunos niños caminando al rededor señalarán los lados y dirán qué son. Repita formando un triángulo y un rectángulo.

with the class, moving your finger along each side. Have some pupils point to and count the sides of the square. Explain that if some pupils help, they can make a large square. Place four pupils for the corners and ask them to hold up a strip of paper to form the square. Ask who is helping. Then have some pupils walk around, point to and identify the sides. Repeat, forming a triangle and a rectangle.

3. CIRCULOS Y TRIANGULOS (to accompany lesson 38) CIRCLES AND TRIANGLES

Dibuje en la pizarra un círculo. Explique qué está dibujando. Al terminar pregunte qué es. Haga lo mismo con un triángulo. Cuente sus lados con ayuda de los niños. Dibuje diferentes tipos de triángulos en distintas posiciones. Ayude a los niños a contar los lados cada vez. Pregunte qué son. Reparta triángulos y círculos de papel a los niños. Muestre un disco y diga que levanten la figura que se le parece. Pregunte cómo se llama la figura que los niños levantan. Repita usando un gancho de alambre para ropa y un triángulo. Reparta hojas de papel y crayolas y pida a los niños que dibujen círculos y triángulos en ellas. Mientras lo hacen, pregunte qué hacen.

Draw a circle on the blackboard. Explain what you are drawing. Ask what it is. Do the same with a triangle and count its sides with the help of the class. Draw several types of triangles in different positions and help the pupils count the sides each time. Ask what they are. Pass out a triangle and a circle to each pupil. Show a phonograph record and tell them to hold up the figure that is similar to the record. Ask the name of the figure the pupils are holding. Repeat using a triangular clothes hanger. Then pass out pieces of paper and crayons and ask the pupils to draw circles and triangles on them. While they are drawing, ask them what they are making.

4. TODAS LAS FIGURAS (to accompany lesson 39) ALL THE FIGURES

Muestre un cuadrado. Cuente los lados y puntas con los niños. Use una tira de papel del tamaño de un lado para demostrarles que los cuatro lados son iguales. Proceda igual con un rectángulo demostrando que dos lados son más largos. Insista en el nombre de cada figura. Divida la clase en cuatro grupos, dé a cada niño una figura de modo que un grupo tenga cuadrados, otro rectángulos, otro círculos y el otro triángulos. Pida a un grupo que se ponga de pie mostrando su figura. Pregunte a la clase qué muestran. Invítelos para que dibujen con su dedo esa figura en el aire. Pregunte al grupo de pie qué hacen y qué no hacen los demás niños. Repita con cada uno de los grupos.

Show a square and count the sides and points with the pupils. Use a strip of paper the length of one side to demonstrate that the four sides are the same. Do the same with a rectangle showing that two sides are longer. Ask the names of each figure. Divide the class into four groups and give each pupil a figure so that one group has squares, another rectangles, another circles, and the other triangles. Ask one group to stand up showing the figures they have. Ask the class what they are showing. Have the class draw this figure in the air with their finger. Ask the group that is standing what the others are and are not doing. Repeat with each one of the groups.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 36

Review	LINGUISTIC FOCUS	Introduce
What's (he) doing? (He)'s (___)ing. (He)'s (___)ing (___).		What are (you) doing? (We)'re (listen)ing. we, they, you (plural) help, listen, count, learn helper, points

LINGUISTIC COMMENTARY

Typical language problems are: loss of <u>are</u> as in <u>What you doing</u>? <u>We listening</u>; substitution of "<u>ju</u>" for you, "<u>dey</u>" for <u>they</u>, "<u>coun</u>" for <u>count</u>, and "<u>poin</u>" for <u>point</u>.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying an attribute of shapes by counting points Demonstrating pupils helping Demonstrating working together to accomplish a group task

CONCEPTUAL COMMENTARY

A typical conceptual problem is: confusion in counting points instead of sides of a shape.

MATERIALS

Activity 1: Prepare cutouts of a square, triangle, rectangle, and star; use fasteners for each shape, a display board, Wink, and Blink.

Activity 2: Prepare 2 pieces of paper with outlines of shapes used in Activity 1; use a table, 2 chairs, and Wink.

Activity 3: Prepare a damp paper towel for each pupil; use Blink.

1. COUNTING POINTS

Fasten cutouts of a square, triangle, rectangle, and star on a display board in front of the class. Help a volunteer tap and count each point on the triangle. Ask Wink and the class about the volunteer's counting. After the response have the volunteer count the triangle points again. Hold Wink so her ear is close to the volunteer to show that she is "listening". Then ask the class what Wink is doing. Have Blink help the class respond.

V: /tapping and counting points/
One, two, three.
T: /to Wink and class, pointing/
What's (he) doing?
W: (He)'s counting points.
W&C: (He)'s counting points.
T: /to class, pointing to Wink as V counts again/
What's she doing?
B: She's listening.
B&C: She's listening.

Choose two volunteers to count together the points on the rectangle. Have Wink model the appropriate answers to your questions.

Vs: /counting points/
One, two, three, four.
T: /to Wink and class/
What are they doing?
W: They're counting points.
W&C: They're counting points.
T: /to Wink and class/
What are you doing?
W: We're listening.
W&C: We're listening.

Repeat the second dialog with the star, square, and triangle.

2. HELPING, RESTING, COUNTING

Divide the class into two seated groups. Seat two pupils at a table and give each a sheet of paper with outlines of the shapes in Activity 1. Have two other pupils stand by the seated pupils to help count the points. Pointing to the seated "counters", help Group 1 ask Group 2, "What are they doing?" Have Wink model the response for Group 2.

T&G1: /pointing to seated "counters"/
What are they doing?
W: They're learning to count points.
W&G2: They're learning to count points.

Continue, pointing to the "helpers". Use They're helping. Help Group 2 ask the "counters" and "helpers", "What are you doing?" Take Wink to each set of "responders" to help them say, "We're learning to count", or "We're helping".

3. WE'RE HELPERS

Explain that the class can help you clean up the room. Give each pupil a damp paper towel to clean his desk with as Blink helps you clean your own desk. Ask the class if they are helpers. Have Blink help the class say, "We're helpers." as they are working. Then ask the class, "What are you doing?", and have Blink model, "We're helping."

T: Are you helpers?
B: /to class, modeling/
Yes. We're helpers.
B&C: We're helpers.
T: /to class/
What are you doing?
B: We're helping.
B&C: We're helping.

Repeat the dialog several times. Then ask one row of pupils at a time what other rows of pupils are doing, using What are they doing? and They're helping.

TAKE-OFF IDEAS

*When listening to music, point out that by listening, the class members are helpers.

*During clean-up time, use the Activity 3 dialog to discuss what pupils are doing.

*Have pupils sit in pairs to count the points on shapes, taking turns with one pupil counting the points and one listening.

*Let volunteer pupils go to a kindergarten room to help younger pupils with their classroom activities.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 37

Review	LINGUISTIC FOCUS	Introduce
They're (___)ing. They're (___)ing (___). Yes. No. we, you, they count, work crayon, paper		What are (you) (shar)ing? (We)'re (shar)ing (crayons). They're (work)ing together. Are they working together? share together side

LINGUISTIC COMMENTARY

Typical language problems are: substitution of "chare" for share, and "site" for side.

Review	CONCEPTUAL FOCUS	Introduce
Demonstrating working together to accomplish a group task		Demonstrating sharing classroom resources to accomplish a group task Making shapes from classroom resources as a group Identifying attributes of shapes by counting sides

CONCEPTUAL COMMENTARY

A typical conceptual problem is: confusion in counting sides instead of points of a shape.

MATERIALS

Activity 1: Prepare, for 1/3 of the class, pieces of paper with black dots in the form of a triangle; use enough red, blue and green crayons for 1/3 of the class, Blink and Wink.
Activity 2: Use chairs and Blink.
Activity 3: Use a long piece of twine and Wink.

1. SHARING AND COUNTING

Arrange the class in a circle. Give every third pupil a crayon and every pupil to his left a piece of paper on which you have drawn three dots to form a triangle. Have Wink and Blink show how to share the crayons and paper to make shapes by having Wink hold the paper while Blink connects two and only two dots. Repeat with "pupil sharers". Ask Wink, then "sharers", what they are sharing. Then have the rest of the class question the "pupil sharers".

T: /to B&W after connecting two dots/
What are you sharing?
W: We're sharing crayons.
We're sharing paper.
T: /to "sharers"/
What are you sharing?
W&Sh: We're sharing crayons.
We're sharing paper.
T&C: What are you sharing?
W&Sh: We're sharing crayons.
We're sharing paper.

Repeat after guiding "pupil sharers" to give their items to the pupils on their left. Repeat one more time, completing the triangle. Have the puppets complete their triangle with the class.

Have Wink and the class count the sides and ask Wink what they're counting. Have Wink model the response. Repeat with the entire class.

W&C: /counting the sides/
One, two, three.
T: What are you counting?
W: We're counting sides.
W&C: One, two, three.
We're counting sides.

2. WORKING TOGETHER

Tell the class that for Activity 3, all the chairs must be lined up in two rows. Explain that if everyone works together, they can get the job done quickly. Guide the girls to put their chairs in a line. Ask the boys what the girls are doing. Use Blink to model the appropriate answer.

T: /to Blink, pointing to girls/
What are they doing?
B: They're working together.
T: /to boys pointing to girls/
What are they doing?
Bs: They're working together.

Repeat, having the boys move their chairs. Question the girls on what the boys are doing.

Next, have the pupils sit. Ask Blink if the girls are working together. Have Blink reply that they are resting.

T: /pointing to Gs and asking Blink/
Are they working together?
B: No. They're resting.

Repeat, asking the girls, then the boys if the other group is working together. Then have each group ask Blink.

3. COUNTING AND LEARNING

Using the set-up in Activity 2, have one pupil in one row hold both ends of a piece of twine while two pupils in the other row hold the twine so that a triangle is formed. Have the class count the sides as you point to them. Ask Wink what they are doing, having Wink respond that they are counting sides and learning together.

T&C: /as teacher points to sides/
One, two,... three.
T: What are they doing?
W: They're counting sides. They're learning together.
T: /to class, pointing to pupils/
What are they doing?
T&C: They're counting sides. They're learning together.

Continue, having several more pupils hold parts of the twine to form another shape. Count the sides again. Repeat, selecting different pupils to hold the twine.

TAKE-OFF IDEAS

*During social studies, have the class list items and activities they share in school. Repeat with items and activities they share at home. Then help the class generalize that they share many things in many activities.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 38

Review	LINGUISTIC FOCUS	Introduce
That's a (___). (It) has three sides. side one-three		Are you (mak)ing (a circle)? Who (is, isn't) (mak)ing a (circle)? (He) (is, isn't). Yes, we are. No, we aren't. make circle, triangle

LINGUISTIC COMMENTARY

Typical linguistic problems are: confusion of do and make and non-standard position of negative, as in Who no is making a circle?; substitution of "circo" for circle, and "treeango" for triangle.

Review	CONCEPTUAL FOCUS	Introduce
Demonstrating sharing classroom resources to accomplish a group task Demonstrating making shapes from classroom resources as a group		Identifying and discriminating circles and triangles

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that there are many kinds of triangles.

MATERIALS

Activity 1: Use chalk, and Blink.
Activity 2: Prepare a paper circle and triangle; use chalk and Blink.
Activity 3: Prepare 2 pieces of paper, one with a large triangle on it and one with a large circle on it; use Blink.

1. TRIANGLES

Draw a large triangle on the board. Identify it and have Blink ask the class what it is. Guide them to respond. Then, with the class, count the sides and tell how many there are.

T: /pointing to triangle/
That's a triangle.
B: What's that?
T&C: That's a triangle.
T: /counting sides/
One, two, three.
It has three sides.
C: /with teacher's help/
One, two, three.
It has three sides.

Now draw two sides of various kinds of triangles on the board. Have pairs of pupils complete some of the triangles sharing the chalk. Help the class ask if they are making triangles. Then have the "board" group ask the class if they are making triangles. Use Blink to guide the responses.

T: /modeling for class/
Are you making triangles?
T&C: Are you making triangles?
B: /modeling for group at board/
Yes, we are.
G: Yes, we are.
T&G: /to class/
Are you making triangles?
B: /modeling for class/
No, we aren't.
C: No, we aren't.

Repeat the dialog changing groups.

2. CIRCLES

On the chalkboard draw a large circle and with the class identify it.

T: /pointing to circle/
That's a circle.
T&C: That's a circle.

Then explain to the class they are going to play a listening game. Divide them into two groups and select two pupils from Group 1 to go to the board. Give one a circle and one a triangle. Have each pupil outline the figure he has on the board. Help Group 1 ask Group 2 who is and who isn't making a circle or triangle. Use Blink to help Group 2 respond.

T: /modeling for Group 1/
Who's making a (circle)?
T&G1: Who's making a (circle)?
B: /modeling for Group 2/
(Howard) is.
B&G2: (Howard) is.
T: /modeling for Group 1/
Who isn't making a (circle)?
T&G1: Who isn't making a (circle)?
B: /modeling for Group 2/
(Paula) isn't.
B&G2: (Paula) isn't.

Continue with different pupils and having Group 2 ask the questions.

3. OUTLINES IN THE AIR

Divide the class into two groups. Give each group a piece of paper with either a circle or triangle on it. Then have Group 1 make the outline in the air of whatever is on their paper. Group 2 guesses with Blink's help what Group 1 outlines. Help Group 1 respond.

B&G2: /while Group 1 outlines circle/
Are you making triangles?
T&G1: No, we aren't.
B&G2: Are you making circles?
T&G1: Yes, we are.

Repeat having the other group outline what is on its piece of paper. Continue having individuals outline while Blink helps Group 1 ask Group 2 who is and who isn't making a circle or triangle. Help the class respond.

B&G2: Who's making a (circle)?
T&G1: (Robert) is.

TAKE-OFF IDEAS

*During free moments have members of the class point out things in the room that have circular or triangular shapes in them. Encourage them to keep a word or picture list.

*Have the class make cookies in the shapes studied. Discuss the shapes as you cook and eat.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 39

Review	LINGUISTIC FOCUS	Introduce
A (square) has four sides.		Which group (is, isn't) making (squares)? That group (is, isn't). Which groups (are, aren't) making (circles)? Those groups (are, aren't).
make triangle, circle, shape		group, square, rectangle

LINGUISTIC COMMENTARY

Typical linguistic problems are: substitution of "dees" for this, "esquare" for square; confusion of is and are; loss of plural ending or substitution of /s/ for /z/ in plural of triangles, circles, squares, and rectangles.

Review	CONCEPTUAL FOCUS	Introduce
Identifying triangles and circles by name		Identifying groups by their activities Identifying squares and rectangles by name Discriminating circles, triangles, squares, and rectangles by their shapes

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty distinguishing a square from a rectangle.

MATERIALS

Activity 1: Prepare circle patterns for 1/4 of the class and triangle patterns for 1/4 of the class; use several pieces of chalk and Wink.

Activity 2: Prepare a big and a little square and 2 rectangles of paper straws to display on a board and 4 long and 4 short and 8 equal pieces of straws to place under the displayed shapes; also prepare straw pieces for 1/4 of the group to make squares and for 1/4 of the group to make rectangles; use Blink.

Activity 3: Prepare enough cutouts of circles, squares, rectangles, and triangles so that each 1/4 of the class receives one type of cutout; use a piece of paper and a crayon for each pupil.

1. CIRCLES AND TRIANGLES

Divide the class into four groups. Give each pupil in Group 1 chalk and a circle pattern, and each pupil in Group 2 chalk and a triangle pattern. Have Groups 1 and 2 go to the board and trace around their patterns. Help Group 3 ask Group 4 which group is making circles. Have Wink help Group 4 respond.

T: Which group is making circles?
T&G3: Which group is making circles?
W: /pointing to Group 1/
That group is.
W&G4: /pointing to Group 1/
That group is.

Continue asking, "Which group is making triangles?" and "Which group isn't making (circles, triangles)?" Repeat with Group 4 questioning Group 3. Continue, having the groups exchange roles and materials.

2. SQUARES AND RECTANGLES

Divide the class into four groups. On a display board, pin up paper straws to make a large and a small square, and two long, thin rectangles, one displayed horizontally and the other vertically. Under each square, pin up a set of four equal length straws. Under each rectangle, pin up a set of four straws, two long and two short. Identify each square. Have Blink ask what it is. Guide the class to respond and count the sides.

T: /pointing to the square/
That's a square.
B: /to class, pointing to square/
What's that?
C: /with teacher's help/
That's a square.
T&C: /counting sides of square/
One, two, three, four.
A square has four sides.

After both squares have been used, repeat using each rectangle. Then take each straw segment from under each square and pin it next to a side of its square to show that it has four equal sides. Continue with the rectangle segments to show unequal sides.

Have Groups 1 and 2 make squares and rectangles by rearranging sets of straws on the floor. Help Group 3 ask Group 4 about which groups are making shapes, then which group is making squares. Use Blink to guide the appropriate response.

T: /modeling for Group 3/
Which groups are making shapes?
T&G3: Which groups are making shapes?
B: /pointing and modeling for G4/
Those groups are.
B&G4: Those groups are.
G3: /with teacher's help/
Which group is making squares?
B: /pointing and modeling for G4/
That group is.
B&G4: That group is.

Continue asking about the groups making rectangles and not making rectangles and squares. Repeat having the groups change roles and exchange materials.

3. MAKING SHAPES

Divide the class into four groups. Hand out shape cutouts, giving each pupil in Group 1 a circle, Group 2 a triangle, Group 3 a square, and Group 4 a rectangle. Give each pupil a piece of paper and a crayon. Have pupils trace their cutouts on the paper. Have one group ask one of its members about which group is making a square. Cue the group by holding up the appropriate shape. Explain to the three remaining groups that as they hear about their group, they are to stand up. Guide the volunteer to respond correctly.

G4: /to P as T holds up square/
Which group is making squares?
P: /as Group 3 stands up/
That group is.

Continue the activity using the other shapes. Have different groups ask other volunteers about the groups.

TAKE-OFF IDEAS

*Collect and discuss objects with the lesson shapes. Soak up paint in folded paper towel pads. Have pupils press one side of an object onto paint and then print it on plain paper in designs.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 40

REVIEW-EVALUATION

This lesson aims at determining how well the pupils incorporate the structures and vocabulary of Unit 4 into modified language situations. It is followed by a record sheet. You should attempt to elicit individual responses from all pupils in these activities, and keep accurate records. It is recommended that you use a tape recorder. Careful use of Lesson 40 should help you to focus on specific problems your pupils are having.

The dialogs in Lesson 40 do not represent the structures that the pupils must say. A stimulus is given and the pupil will select his answer from those structures he knows. The response written is only an example of a possible response which a pupil may give.

LINGUISTIC PROGRESS CHECK

Asking and answering questions beginning with <u>what</u> and <u>how many</u> using the present progressive, singular and plural

CONCEPTUAL PROGRESS CHECK

Sharing chalk and working together
Demonstrating making shapes from classroom resources as a group
Identifying attributes of shapes by counting points and sides
Identifying roles of school workers
Identifying sets of one - six

MATERIALS

Activity 1: Use a piece of colored chalk and a piece of white chalk.
Activity 2: Use 2 pictures of teachers teaching, 2 teachers dusting, and 2 custodians dusting.

1. MAKING

Draw large colored dots on the board which form the outline of a square. Have two pupils come to the board. Give one pupil a piece of chalk and guide the pupils to take turns joining the dots. After one side is drawn, have a volunteer ask a classmate what the two pupils are doing. Then have another volunteer ask one of the pupils what he's making.

T: /to volunteer, while pointing to pupils in front/
Ask (Mary) what they're doing.
V1: /to classmate/
What are they doing?
P3: They're (using the chalk).
T: /to second volunteer, while pointing to a pupil in front/
Ask (Joe) what he's making.
V2: What are you making?
P1: I'm making a square.

After the square is drawn, guide the class to count the sides or colored points with you. Ask the second pupil in front, "What are we doing?"

T&C: One,...four.
T: What are we doing?
P2: We're counting (sides).

Repeat the activity with a rectangle, and triangle, having other pupils come to the front. Vary the dialog by having a volunteer ask a classmate, "What are we doing?"

2. SCHOOL WORKERS

Display on the board six pictures of teachers and custodians working. Have six pupils come to the front one at a time and choose one of the pictures, showing it to the class. Have a helper approach the first pupil, point to his picture and tell who it is. Have him ask the pupil holding it what the person in the picture is doing.

H1: /pointing to picture/
This is a (teacher).
T: /to helper/
Ask (Joy) what the (teacher) is doing.
H1: What's (she) doing?
P1: (She)'s (dust)ing.

Have the helper continue with two more pictures and then have a second helper ask the last three pupils about their pictures.

After both helpers return to their seats, have a third helper come to the front. Guide Helper 3 to group the six pupils according to the actions in their pictures: teaching or dusting. Have a volunteer ask a classmate how many are teaching or dusting. Identify this number as a set and then ask the volunteer what set it is.

T: /to volunteer/
Ask (Juan) how many are (teach)ing.
V: How many are (teach)ing?
P: (Four).
T: That's a set of (four).
What's that?
V: That's a set of (four).

3. QUESTION TIME: TEACHER

Have the class sit in a horseshoe. Sit at the open end and tell the class that it is "question time" and that they may ask you any questions about yourself they would like.

T: (Pedro).
P1: Where do you live?
T: I live on (B) Street.
/to pupil raising hand/
(Jose).
P2: Do you have pets?
T: Yes. I have a dog.

Continue for five to ten minutes and make sure that each question is answered.

TAKE-OFF PROGRESS CHECK

Using pictures of school workers, have six pupils each choose one picture and display it for the class to see. Identify the set of six school workers. Then have the pupils stand in groups so that they form sets of workers doing similar tasks. Again identify each set, and then talk about the larger set of school workers.

RECORD SHEET - LESSON 40

Following is a list of the main structures checked in Lesson 40. As each pupil responds to an item, place a mark indicating whether he uses a "Standard" or "Non-Standard" form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
This is a (circle).	~~IIII~~ ~~IIII~~	~~IIII~~	15	10/15x100=67%

For this structure, there were fifteen responses; 67% of these were in Standard form.

	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE
1. What are they (-)ing?				
What are you (-)ing?				
What are we (-)ing?				
They're (-)ing the (-).				
I'm (-)ing the (-).				
We're (-)ing the (-).				
...doing				
...making				
...counting				
...using				
...drawing				
...working				
...sharing				
2. What's (she) doing?				
(She)'s dusting.				
(She)'s teaching.				
How many are (-)ing?				
This is a set of (four).				
3. Questions-----GOOD	FAIR	POOR	TOTAL	PERCENT "GOOD"

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return sheet to:

Michigan Migrant Primary Interdisciplinary Project
3800 Packard Road
Ann Arbor, Michigan 48104

Lesson	Clarity of Instructional Intent	Teachability of Activities	Relation to Pupils' Language Needs	Relation to Other Areas of Curriculum
31	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
32	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
33	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
34	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
35	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
36	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
37	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
38	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
39	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
40	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

WORD LIST LESSONS 1-40

a	6	I don't have a car.	No tengo carro.
am	2	I'm in Baker School.	Estoy en la escuela Baker.
	33	Yes, I am.	Sí.
an	17	He used an eraser.	Usó un borrador.
are	2	What grade are you in?	¿En qué grado estás?
	4	How old are you?	¿Cuántos años tienes?
	12	Where are you?	¿Dónde estás?
	26	Those are shirts.	Esas son camisas.
	26	Those aren't shirts.	Esas no son camisas.
	28	Those clothes are not red.	Esa ropa no es roja.
	37	Are they working together?	¿Están ellos trabajando juntos?
	38	Yes, we are.	Sí.
	38	No, we aren't.	No.
away from	13	Go away from the window.	Retírate de la ventana.
back of, in	12	I am in back of Mary.	Estoy detrás de Mary.
ball	6	I have a ball.	Tengo una bola.
balloon	23	That balloon is big.	Ese globo es grande.
band-aid	9	He doesn't have a band-aid.	El no tiene una curita.
be	18	Be careful!	¡Ten cuidado!
bead	22	This is a bead.	Esa es una bolita. (cuenta)
beside	12	It is beside the cupboard.	Está al lado del armario.
big	23	That ball is big.	Esa bola es grande.
black	29	Are these clothes black?	¿Es esta ropa negra?
Blink	2	His name is Blink.	Se llama Blink.
block	21	That's a block.	Ese es un bloque.
blue	28	These clothes are not blue.	Esa ropa no es azul.
book	7	I don't need a book.	No necesito un libro.
box	11	It's in the box.	Está en la caja.
bring	14	Bring the paper here.	Traiga el papel aquí.
brought	19	He brought me home.	El me trajo a casa.
brush	16	He didn't cut the brush.	El no cortó la brocha.
bus	18	He walked to the bus.	El caminó hacia el autobús.
bus driver	19	What did the bus driver do?	¿Qué hizo el chofer?
came	18	He came home.	El vino a casa.
car	6	I have a car.	Tengo un carro.
careful	18	Be careful!	¡Ten cuidado!
chair	12	I am beside the chair.	Estoy al lado de la silla.
chalk	17	She used a piece of chalk.	Ella usó un pedazo de tiza.
circle	38	Are you making a circle?	¿Estás haciendo un círculo?
class	34	Do you teach the class?	¿Enseñas tú la clase?
clothes	26	Those are clothes.	Esa es ropa.
color	28	What color are they?	¿De qué color son?

come	13	Come to the table.	Ven a la mesa.
	18	He came home.	El vino a casa.
cook	32	Is the cook working?	¿Está trabajando la cocinera?
count	36	He's counting points.	Está contando puntas.
crayon	7	I need a crayon.	Necesito una crayola.
cupboard	11	It's in the cupboard.	Está en el armario.
custodian	31	What's the custodian doing?	¿Qué está haciendo el portero?
cut	8	He wants to cut.	El quiere cortar.
	16	He didn't cut the brush.	El no cortó la brocha.
	16	He cut the paper.	El cortó el papel.
	33	I'm cutting the grass.	Estoy cortando el césped.
desk	33	That's a desk.	Ese es un escritorio.
different	27	They're different.	Son diferentes.
do	3	Where do you live?	¿Dónde vives?
	16	He didn't cut.	El no cortó.
	16	Did he paste?	¿Engomó el?
	34	Does she teach the class?	¿Enseña ella la clase?
	34	Do you teach the class?	¿Enseñas tú la clase?
	17	What did he do?	¿Qué hizo él?
	34	What does he do?	¿Qué hace él?
	21	What do you do with it?	¿Qué haces con eso?
	17	What did he draw?	¿Qué dibujó él?
	6	I don't have a car.	No tengo un carro.
	8	What does he need?	¿Qué necesita él?
	34	What does he do?	¿Qué hace él?
	9	He doesn't have a kleenex.	El no tiene un klinex.
	13	Don't run to the table.	No corras hasta la mesa.
	31	What's the teacher doing?	¿Qué está haciendo la maestra?
	34	Yes, I do. (teach the class)	Sí, yo lo hago.
	34	Yes, she does. (teach the class)	Sí, ella lo hace.
doll	6	I have a doll.	Tengo una muñeca.
door	12	I am beside the door.	Estoy al lado de la puerta.
draw	7	I want to draw.	Quiero dibujar.
dress	26	Those are dresses.	Esos son vestidos.
drew	17	He drew a ball.	El dibujó una bola.
drive	32	He's driving. (a bus)	Está manejando. (un autobús)
driver	19	What did the bus driver do?	¿Qué hizo el chofer?
dust	31	He's dusting the desk.	Está sacudiendo el escritorio.
-ed	16	He needed paste.	El necesitó goma. (de pegar)
	17	He used paste.	El usó goma.
	17	He erased a two.	El borró un dos.
eight	3	six, seven, eight	seis, siete, ocho
-er	17	He used an eraser.	El usó un borrador.

	19	What did the bus driver do?	¿Qué hizo el chofer?
	31	What's the teacher doing?	¿Qué está haciendo la maestra?
erase	17	What did he erase?	¿Qué borró él?
	17	He erased a two.	El borró un dos.
eraser	17	He used an eraser.	El usó un borrador.
fast	18	Run fast.	Corre ligero.
first	2	I'm in first grade.	Estoy en primer grado.
five	2	four, five	cuatro, cinco
fix	32	She's fixing lunch.	Está preparando el almuerzo.
floor	11	It's on the floor.	Está en el suelo.
four	2	three, four, five	tres, cuatro, cinco
from, away	13	Come away from the door.	Vente de la mesa.
front of, in	12	I'm in front of Mary.	Estoy delante de Mary.
go	13	Go to the table.	Ve a la mesa.
grade	2	I'm in first grade.	Estoy en primer grado.
grass	33	I'm cutting the grass.	Estoy cortando el césped.
green	29	Are these clothes green?	¿Es esta ropa verde?
group	39	Which group is making circles?	¿Cuál grupo está haciendo círculos?
have	6	I have a book.	Tengo un libro.
	8	He has scissors.	El tiene tijeras.
he	2	He's in first grade.	El está en primer grado.
help	36	We're helping.	Estamos ayudando.
helper	36	We're helpers.	Somos ayudantes.
her	1	Her name is Mary.	Ella se llama Mary.
here	14	Bring the paper here.	Trae el papel aquí.
him	19	Take him to the store.	Llévalo a la tienda.
his	1	His name is John.	El se llama John.
home	18	He came home.	El vino a casa.
how	4	How old is he?	¿Cuántos años tiene él?
I	2	I'm in first grade.	Estoy en primer grado.
	3	I live on Elm Street.	Vivo en la calle Elm.
in	2	I'm in first grade.	Estoy en primer grado.
	11	It's in the box.	Está en la caja.
in back of	12	I'm in back of Juan.	Estoy detrás de Juan.
in front of	12	I'm in front of Mary.	Estoy delante de Mary.
-ing	31	She's teaching.	Está enseñando.
is	1	My name is John.	Me llamo John.
	4	He is six years old.	El tiene seis años.
	11	The ball is on the table.	La bola está en la mesa.
	21	This is a ball.	Esta es una bola.
	22	Is this a set of five?	¿Es éste un conjunto de cinco?
	23	Is that ball little?	¿Es esa bola pequeña?
	32	Is the cook working?	¿Está trabajando la cocinera?

	32	Yes, she is.	Sí.
	32	No, she's not.	No.
	38	He is.	El.
	38	He isn't.	El no.
it	11	It's on the box.	Está sobre la caja.
	22	Yes, it is.	Sí.
	17	Erase it.	Bórralo.
	21	I play with it.	Yo juego con ella.
jacket	27	Those are jackets.	Esos son sacos.
kleenex	9	He doesn't have a kleenex.	El no tiene un klinex.
learn	36	We're learning to count points.	Estamos aprendiendo a contar puntas.
listen	36	We're listening.	Estamos escuchando.
little	23	That ball is little.	Esa bola es pequeña.
live	3	I live on ____ Street.	Vivo en la calle ____.
lunch	32	She's fixing lunch.	Está preparando el almuerzo.
'm	2	I'm in Baker School.	Estoy en la escuela Baker.
	33	No, I'm not.	No.
make	38	Are you making a circle?	Estás haciendo un círculo?
many	29	How many socks are green?	¿Cuántos calcetines son verdes?
marble	21	This is a marble.	Esta es una canica. (bolita)
me	19	Put me on the bus.	Ponme en el autobús.
my	1	My name is John.	Me llamo John.
name	1	My name is John.	Me llamo John.
need	7	I need a book.	Necesito un libro.
	8	He needs scissors.	El necesita tijeras.
nine	4	eight, nine, ten	ocho, nueve, diez
no	16	No. He didn't cut the brush.	No. El no cortó la brocha.
	22	No, it's not. (a set)	No, no es. (un conjunto)
not	17	It's not on the floor.	No, está en el suelo.
	33	No, I'm not.	No.
of	7	a piece of paper	un pedazo de papel
	21	a set of one	un conjunto de uno
	26	a pair of pants	un par de pantalones
old	4	He's six years old.	El tiene seis años.
on	3	I live on Baker Street.	Vivo en la calle Baker.
	11	It's on the box.	Está sobre la caja.
one	1	one, two, three	uno, dos, tres
	17	He wrote a one.	El escribió un uno.
	24	Which one is big?	¿Cuál es grande?
or	24	Is this round or square?	¿Es éste redondo o cuadrado?

3

	29	Are they shirts or dresses?	¿Son camisas o vestidos?
	32	Is she working or resting?	¿Está ella trabajando o descanzando?
paint	16	He needed paint.	El necesitó pintura.
	16	He wanted to paint.	El quería pintar.
pair	26	That is a pair of pants.	Eso es un par de pantalones.
pants	26	Those are pants.	Esos son pantalones.
paper	7	a piece of paper	un pedazo de papel
	9	He doesn't have a paper towel.	El no tiene una toalla de papel.
paste	8	He wants to paste.	El quiere engomar.
	8	He needs paste.	El necesita goma.
pencil	7	I want a pencil.	Quiero un lápiz.
penny	22	This is a penny.	Este es un centavo.
piece	7	a piece of paper	un pedazo de papel
play	21	He plays with it.	El juega con ella.
	21	I play with it.	Yo juego con ella.
point	36	He's counting points. (of a triangle)	Está contando puntas. (de un triángulo)
put	14	Put the truck there.	Pon el camión ahí.
ran	18	He ran to the bus.	El corrió al autobús.
read	7	I want to read.	Quiero leer.
rectangle	39	Which group is making rectangles?	¿Cuál grupo está haciendo rectángulos?
red	28	Those clothes are red.	Esa ropa es roja.
rest	32	She's resting.	Está descansando.
room	2	I'm in Miss B's room.	Estoy en la clase de la Srta. B.
round	24	Is this round or square?	¿Es esto redondo o cuadrado?
run	13	Run to the table.	Corre a la mesa.
-s	8	He wants to read.	El quiere leer.
	8	He needs scissors.	El necesita tijeras.
-s	4	I'm six years old.	Tengo seis años.
	26	They're shirts.	Son camisas.
's	1	What's your name?	¿Cómo te llamas?
	11	Where's the ball?	¿Dónde está la bola?
same	27	They're the same size.	Son del mismo tamaño.
school	2	What school are you in?	¿En qué escuela estás?
scissors	8	He needs scissors.	El necesita tijeras.
set	21	That is a set of two.	Es un conjunto de dos.
seven	3	five, six, seven	cinco, seis, siete
shape	24	What shape is that?	¿De qué forma es eso?
share	37	We're sharing crayons.	Estamos compartiendo crayolas.
she	2	She's in first grade.	Ella está en primer grado.

shirt	26	Those are shirts.	Esas son camisas.
shoes	27	Those are shoes.	Esos son zapatos.
side	37	We're counting sides.	Estamos contando lados.
six	3	five, six, seven	cinco, seis, siete
size	23	What size is that ball?	¿De qué tamaño es esa bola?
slowly	18	He walked slowly.	El caminó despacio.
sock	27	Those are socks.	Esos son calcetines.
square	24	Is this round or square?	¿Es esto redondo o cuadrado?
	39	Which group is making squares?	¿Cuál grupo está haciendo cuadrados?
stop	18	Stop!	¡Pare!
store	19	Take Blink to the store.	Lleva a Blink a la tienda.
sweep	33	I'm sweeping the floor.	Estoy barriendo el piso.
table	11	It's on the table.	Está en la mesa.
take	14	Take the paste there.	Lleva la goma ahí.
teach	31	She's teaching.	Está enseñando.
teacher	31	What's the teacher doing?	¿Qué está haciendo la maestra?
ten	4	eight, nine, ten	ocho, nueve, diez
that	21	That's a ball.	Esa es una bola.
	21	What's that?	¿Qué es eso?
	21	What's in that?	¿Qué hay en eso?
	23	That ball.	Esa bola.
the	11	Where's the ball?	¿Dónde está la bola?
there	14	Take the paste there.	Lleva la goma ahí.
these	26	What are these?	¿Qué son estos?
they	26	They're shirts.	Son camisas.
	36	They're counting points.	Están contando puntas.
	34	What are they doing?	¿Qué están haciendo ellos?
this	21	This is a block.	Este es un bloque.
	21	What's in this?	¿Qué hay en esto?
	23	This ball.	Esta bola.
those	26	What are those?	¿Qué son ésos?
three	1	one, two, three	uno, dos, tres
	17	He wrote a three.	El escribió un tres.
together	37	They're working together.	Están trabajando juntos.
to	8	I want to read.	Quiero leer.
	13	Go to the table.	Ve a la mesa.
took	19	He took Blink to the store.	El llevó a Blink a la tienda.
towel	9	A paper towel	Una toalla de papel
triangle	38	Are you making a triangle?	¿Estás haciendo un triángulo?
truck	6	I have a truck.	Tengo un camión.
two	1	one, two, three	uno, dos, tres
	17	He wrote a two.	El escribió un dos.
use	17	What did he use?	¿Qué usó él?
	17	He used an eraser.	El uso un borrador.
walk	13	Walk to the table.	Camina hasta la mesa.

want	7	I want to read.	Quiero leer.
	8	He wants to read.	El quiere leer.
we	36	We're listening.	Estamos escuchando.
went	18	He went to school.	El fue a la escuela.
what	1	What's your name?	¿Cómo te llamas?
	6	What do you have?	¿Qué tienes?
where	3	Where do you live?	¿Dónde vives?
	11	Where's the ball?	¿Dónde está la bola?
which	24	Which one is big?	¿Cuál es grande?
	39	Which group is making squares?	¿Cuál grupo está haciendo cuadrados?
white	29	Are these clothes white?	¿Es esta ropa blanca?
who	38	Who is making a circle?	¿Quién está haciendo cuadrados?
window	12	I am next to the window.	Estoy al lado de la ventana.
Wink	2	Her name is Wink.	Se llama Wink.
with	21	He plays with it.	Juega con él.
work	32	She's working.	Está trabajando.
write	7	I want to write.	Quiero escribir.
wrote	17	He wrote a one.	El escribió un uno.
years	4	I am six years old.	Tengo seis años.
yellow	28	Those clothes are yellow.	Esa ropa es amarilla.
yes	16	Yes. He pasted.	Sí. El engomó.
	22	Yes, it is. (a set)	Sí es. (un conjunto)
you	2	What grade are you in?	¿En qué grado estás?
	33	What are you doing? (singular)	¿Qué estás haciendo?
	36	What are you doing? (plural)	¿Qué están haciendo Uds.?
your	1	What's your name?	¿Cómo te llamas?

ART SUPPLEMENT

Blink

Wink

Wink and Blink are camel puppets. Wink is a girl and Blink is a boy. They may be hand-sewn or machine stitched. Some of the pieces, such as the eyes and eyelids, may be glued on. Both puppets can be made from the same pattern. To differentiate them, Blink, the boy puppet, has a collar and bow tie. Wink, the girl puppet, has a ruffle around her neck and a bow on top of her head.

If you have sewn before, you may have scraps for which the patterns can be easily used. If you have not sewn at all, purchasing felt squares and using the pattern layout accompaning the pattern would be most convenient and economical.

Any combination of fabrics or colors may be used. The original puppets were made of scraps of camel hair wool and cotton. Other puppets were made completely of felt squares. Both materials worked equally well. Following is a list of materials that were used to make a puppet from scraps and a puppet from felt squares:

Materials Scraps

Head, ears, nose, jaw, eyelids----------heavy camel hair wool
Inner mouth, eyes----------medium-weight olive green cotton
Bow, pupil of eyes----------light-weight turquoise blue cotton
Collar----------white cotton muslin
Ruffle----------white cotton organdy

Felt Squares

Head, ears, nose, jaw, eyelids----------two squares of gold felt
Inner mouth, eyes----------one square of green felt
Bow, pupil of eye----------one square of orange felt
Collar and ruffle-=----------one square of white felt

Squares of felt may be purchased at a fabric store for about 15¢ each.

You will need at least three or four colors to make the puppet colorful.

HOW TO MAKE WINK AND BLINK

1. Read each pattern piece, cut out and lay on material. Pin pattern pieces in place on material and cut out.

2. Sew head pattern according to directions on the pattern.

3. Sew seams on ears. Turn right side out. Place at downward angle in slits (see picture) and sew in place.

4. Pin and sew dart in nose, right sides together; trim excess material; press seam open.

5. Sew jaw in place on head.

6. Sew inner and upper mouth together at seam line. Then sew seamed inner mouth to nose and jaw at seam line.

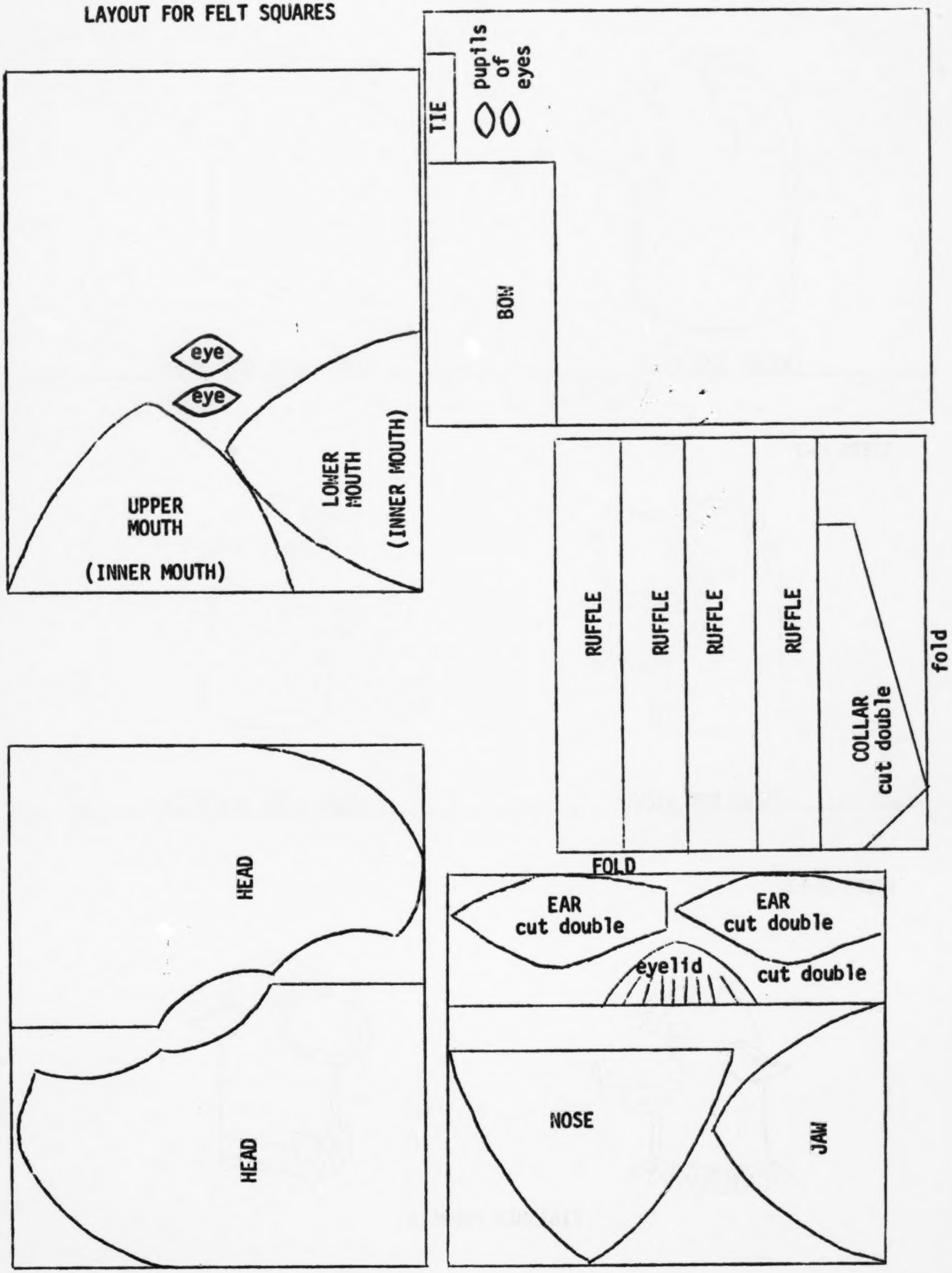
7. a.) Place eyes on head and stitch or glue in place. (Hint: place low and close to nose to give the heavy-lidded look of a camel.)
   b.) Place fringed eyelid above eye and stitch or glue in place.

8. Gather ruffle; adjust gathers to form even distribution. Stitch to neck.

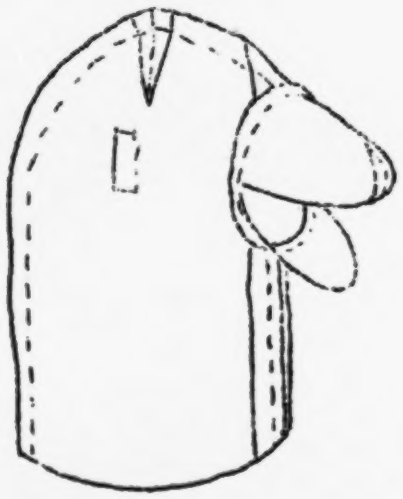
9. Place collar on neck, adjust, and stitch in place.

10. Fold bow slightly in center and secure with the center tie. Stitch center tie in place. Put bow on collar of Blink or head of Wink and stitch in place.

LAYOUT FOR FELT SQUARES



STEPS 1-5



INSIDE OUT VIEW

RIGHT SIDE OUT VIEW

STEPS 6-7

INSIDE OUT VIEW

RIGHT SIDE OUT VIEW

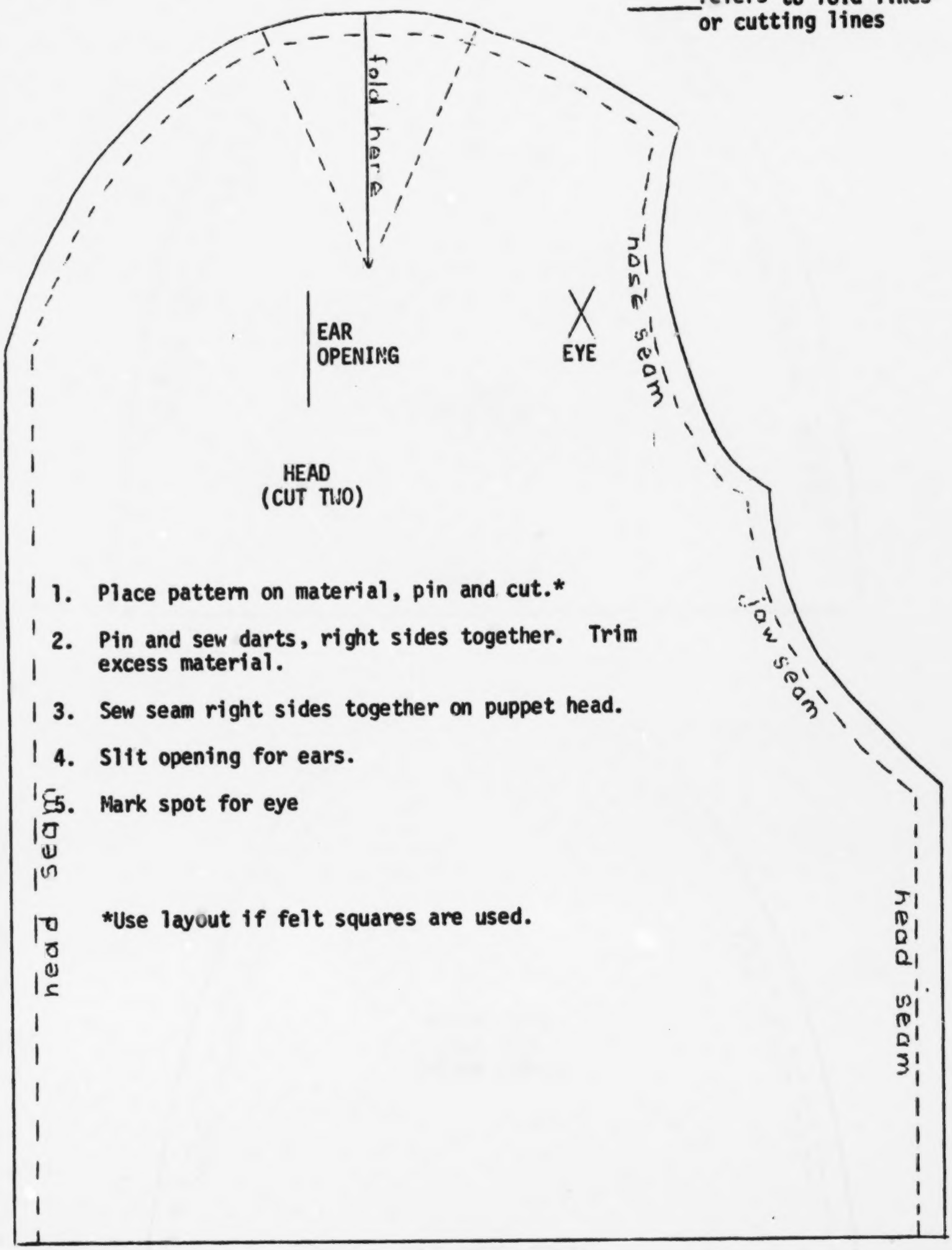
STEPS 8-10

FINISHED PUPPETS

READ PATTERN PIECES FOR HELPFUL SUGGESTIONS

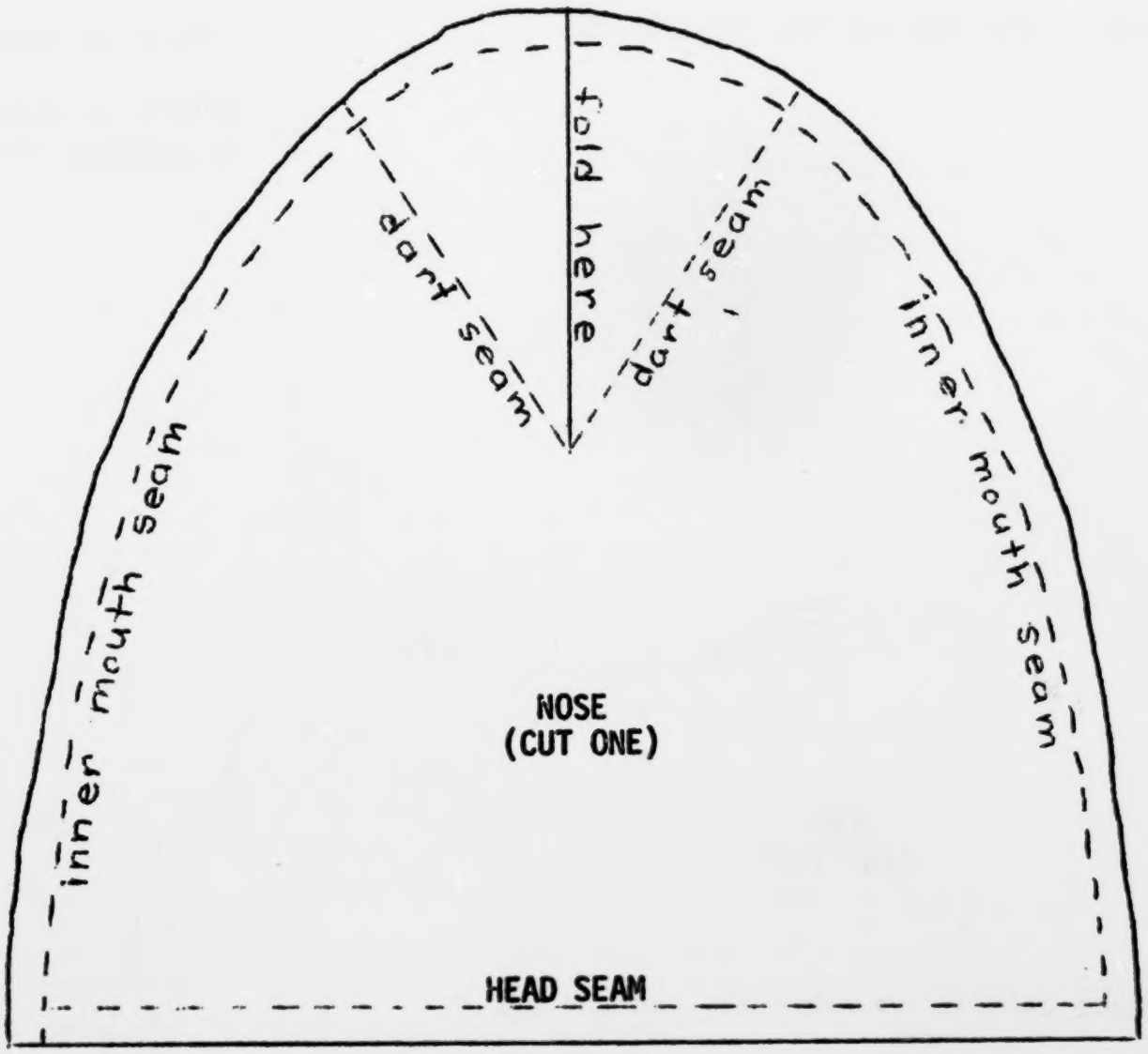
------refers to seam lines

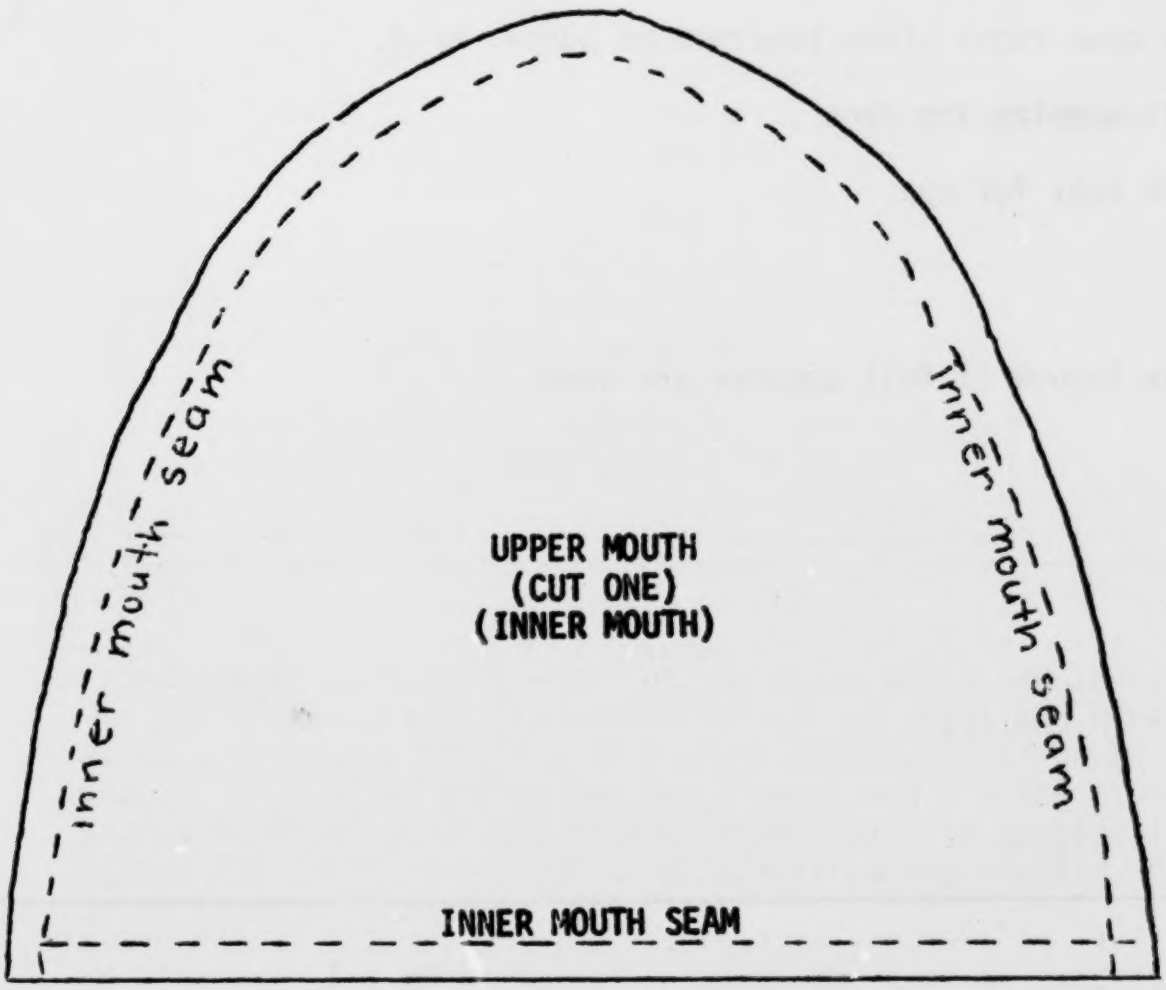
———refers to fold lines or cutting lines

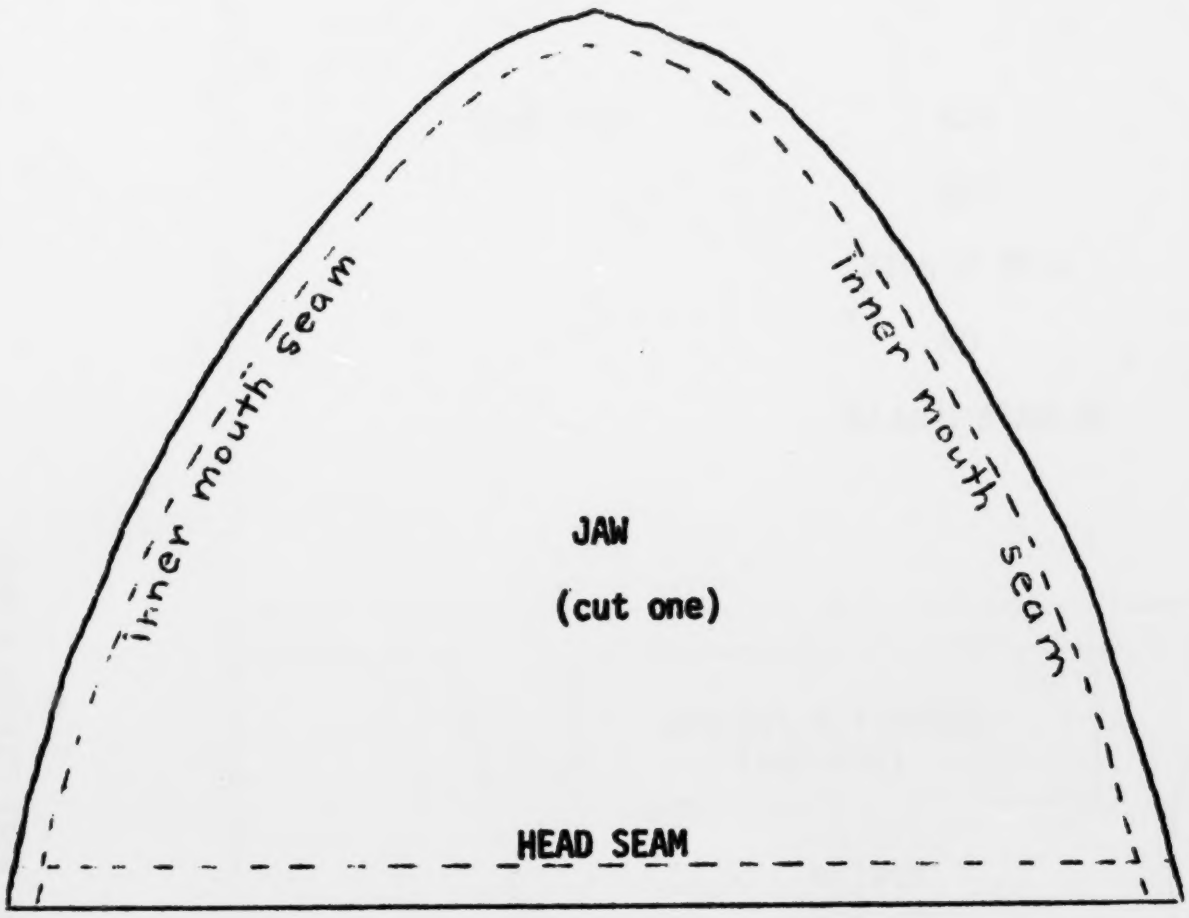


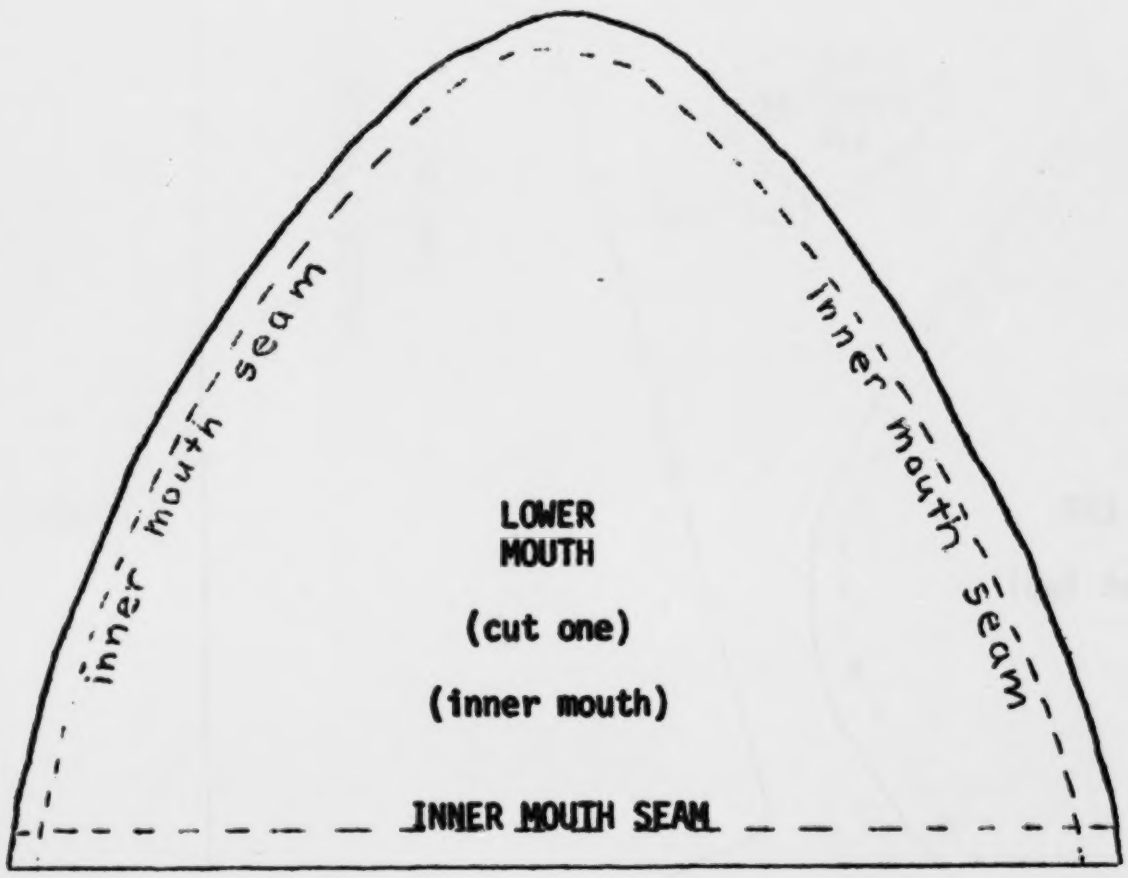
1. Place pattern on material, pin and cut.*
2. Pin and sew darts, right sides together. Trim excess material.
3. Sew seam right sides together on puppet head.
4. Slit opening for ears.
5. Mark spot for eye

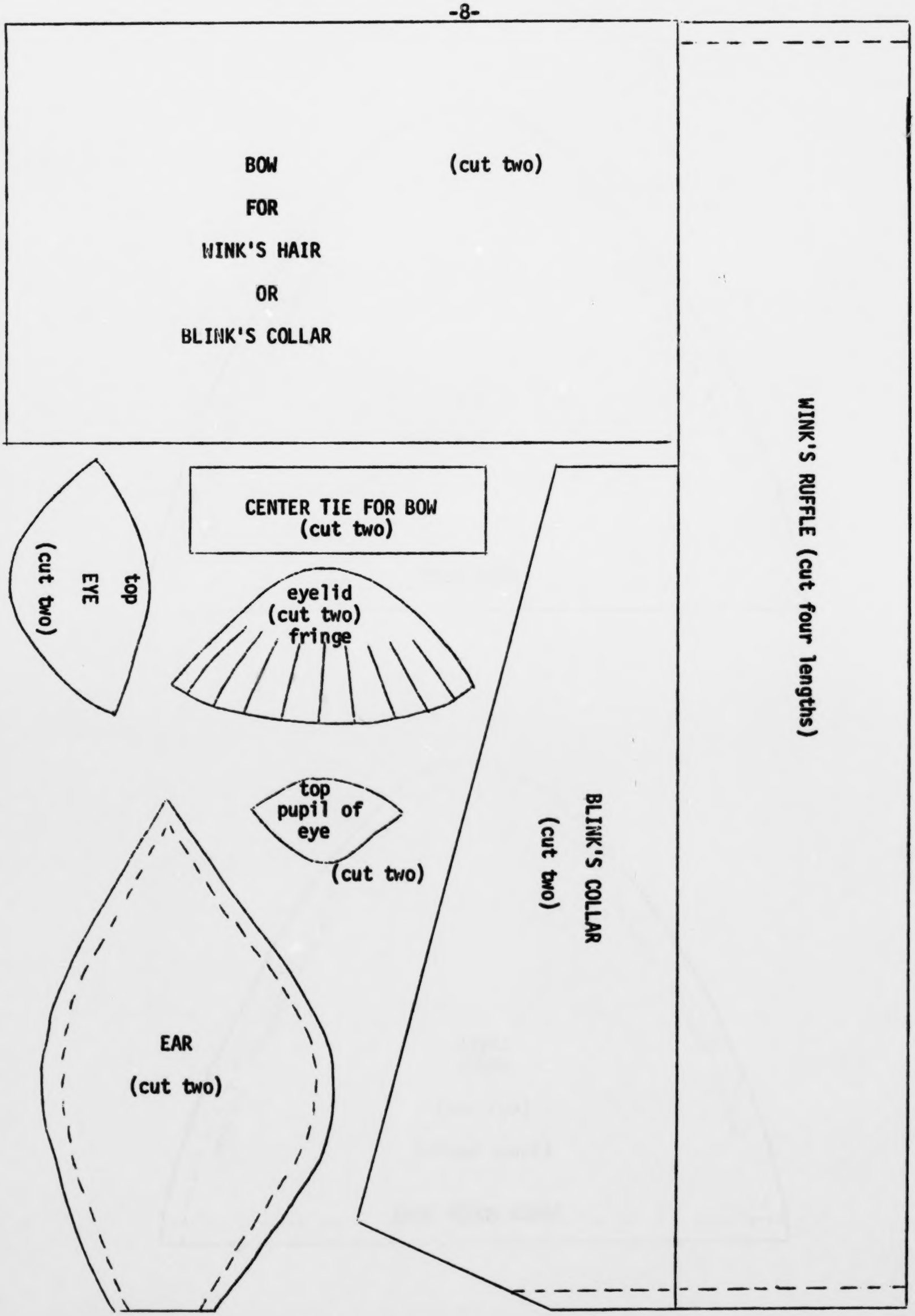
*Use layout if felt squares are used.


fold here
dart seam
dart seam
inner mouth seam
inner mouth seam
NOSE
(CUT ONE)
HEAD SEAM

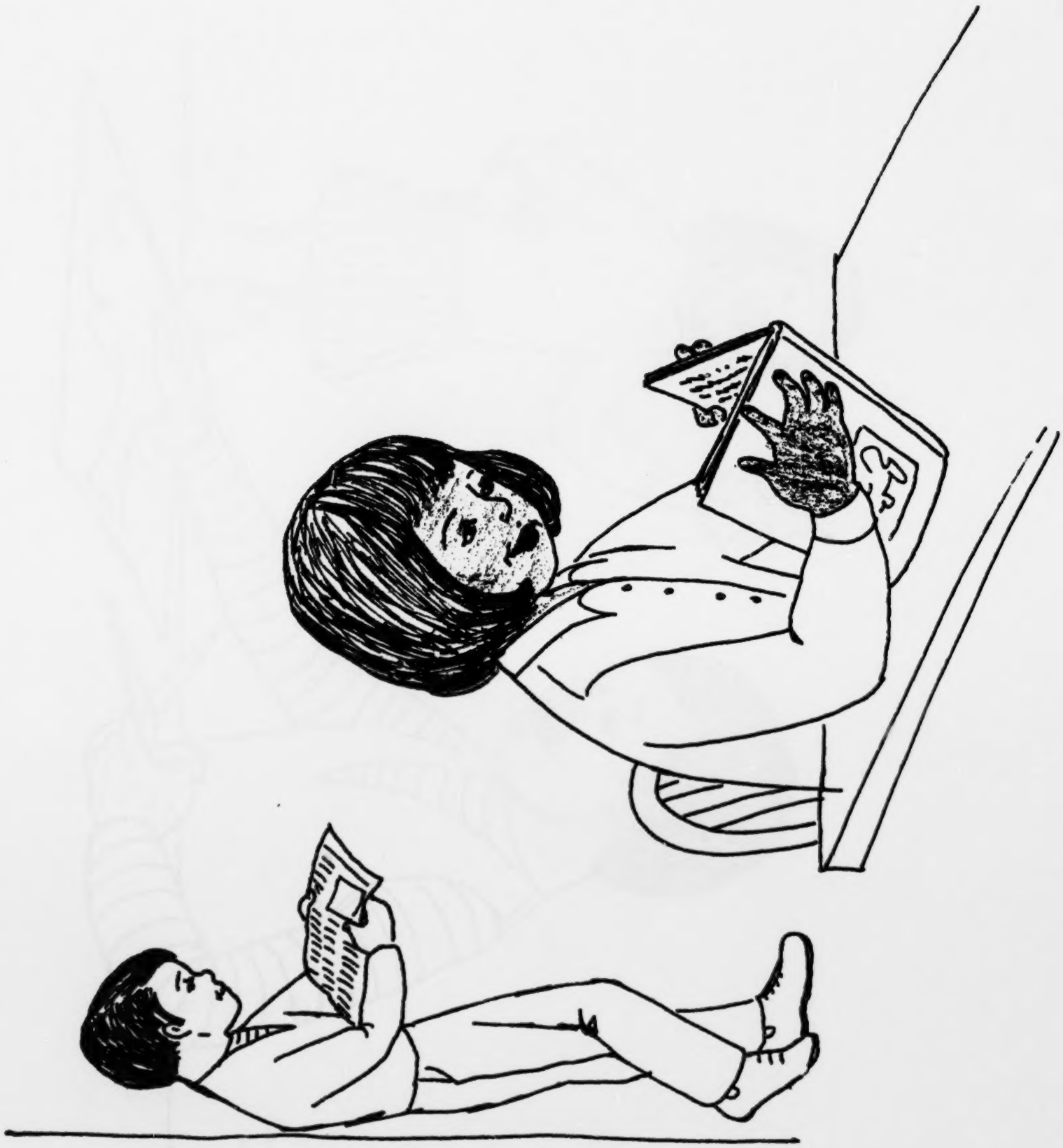

inner mouth seam
inner mouth seam
UPPER MOUTH
(CUT ONE)
(INNER MOUTH)
INNER MOUTH SEAM


inner mouth seam
inner mouth seam
JAW
(cut one)
HEAD SEAM


inner mouth seam
inner mouth seam
LOWER
MOUTH
(cut one)
(inner mouth)
INNER MOUTH SEAM

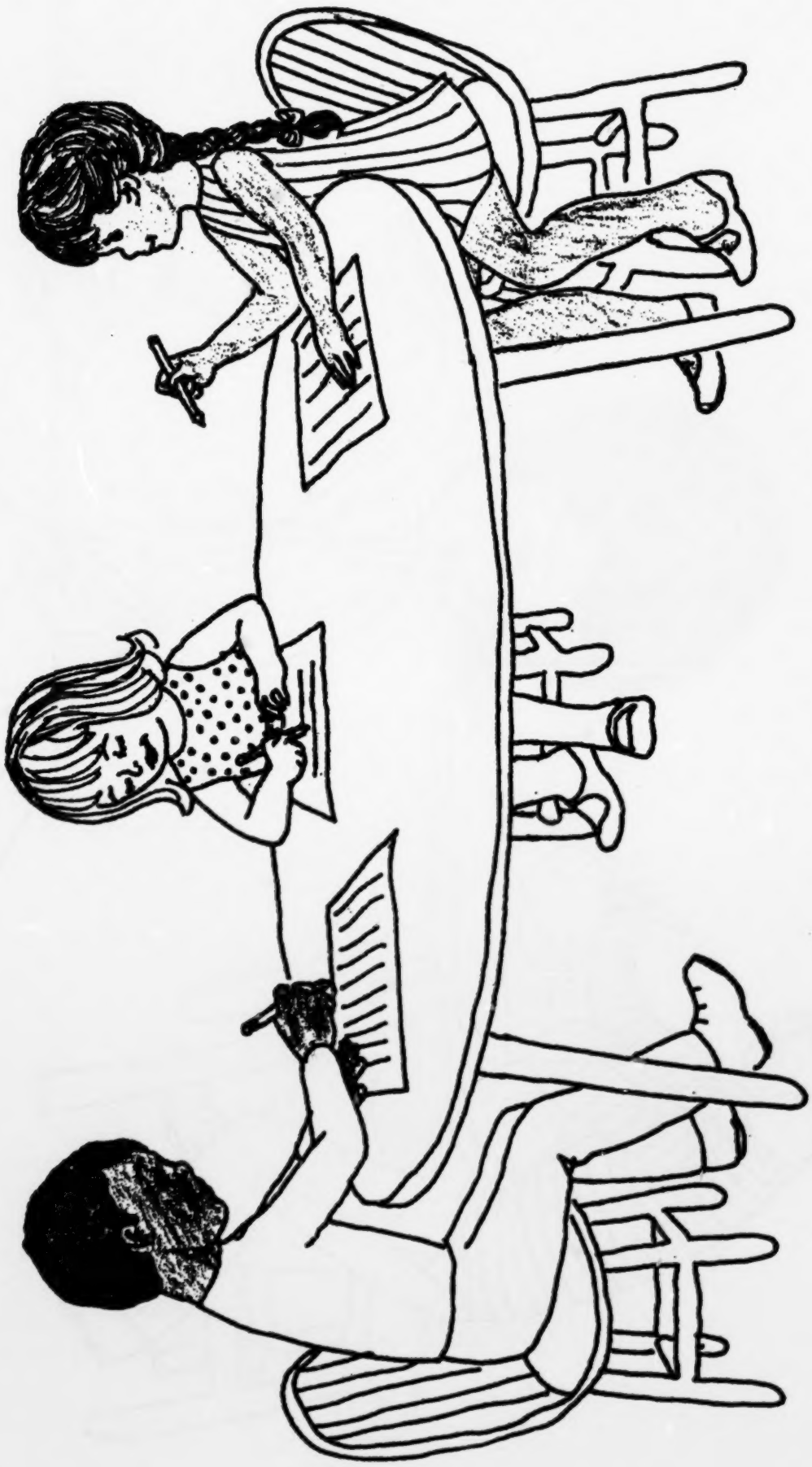

BOW
FOR
WINK'S HAIR
OR
BLINK'S COLLAR
(cut two)
WINK'S RUFFLE (cut four lengths)
CENTER TIE FOR BOW
(cut two)
top
EYE
(cut two)
eyelid
(cut two)
fringe
BLINK'S COLLAR
(cut two)
top
pupil of
eye
(cut two)
EAR
(cut two)

For Spanish Activity 1 supporting Lesson 6
Lesson 7

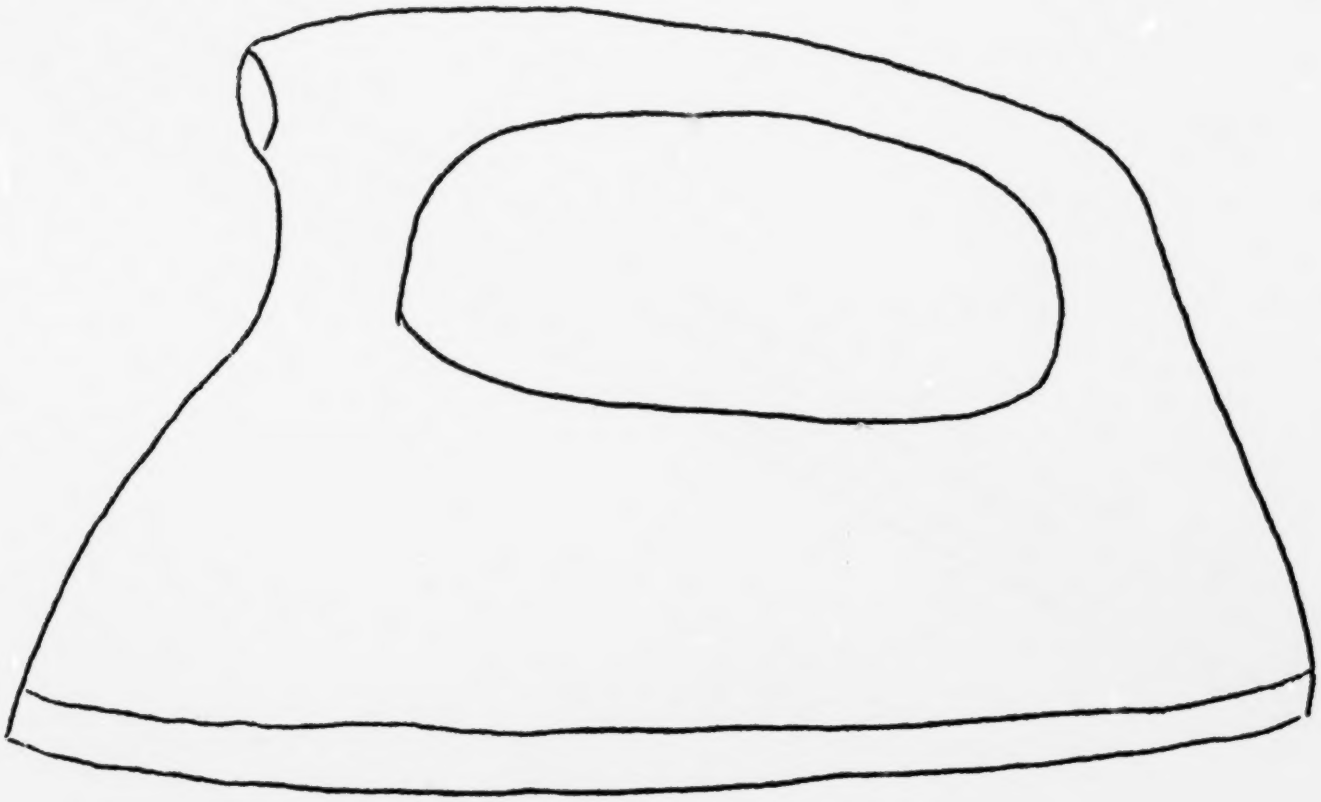


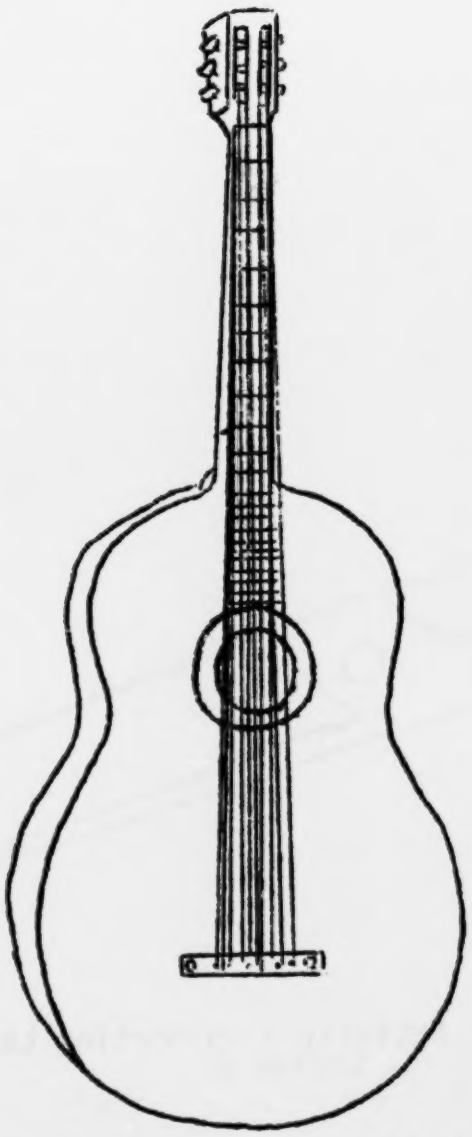
For Spanish Activity 1 supporting Lesson 6
Lesson 7

For Spanish Activity 1 supporting Lesson 6
Lesson 7

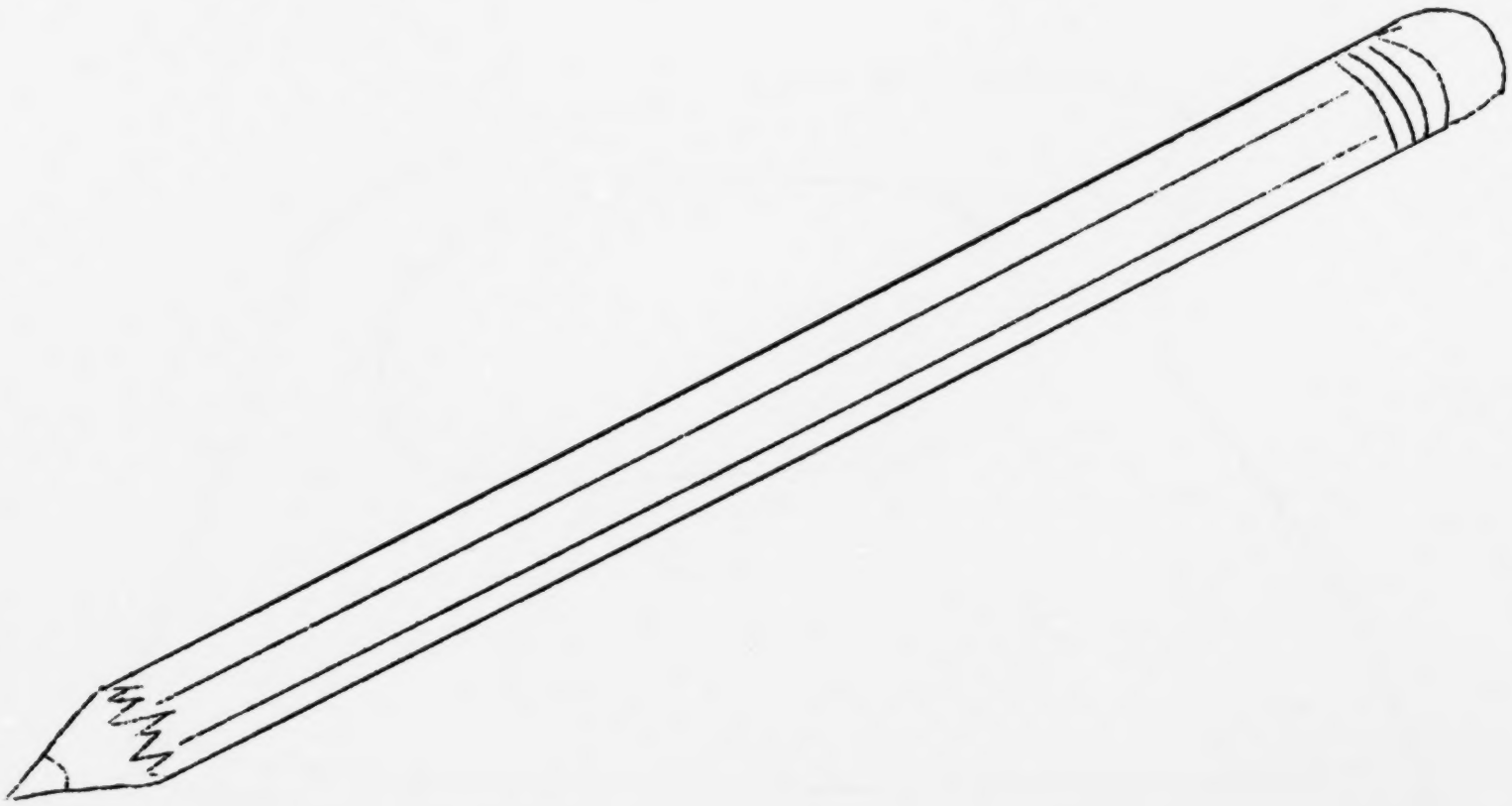


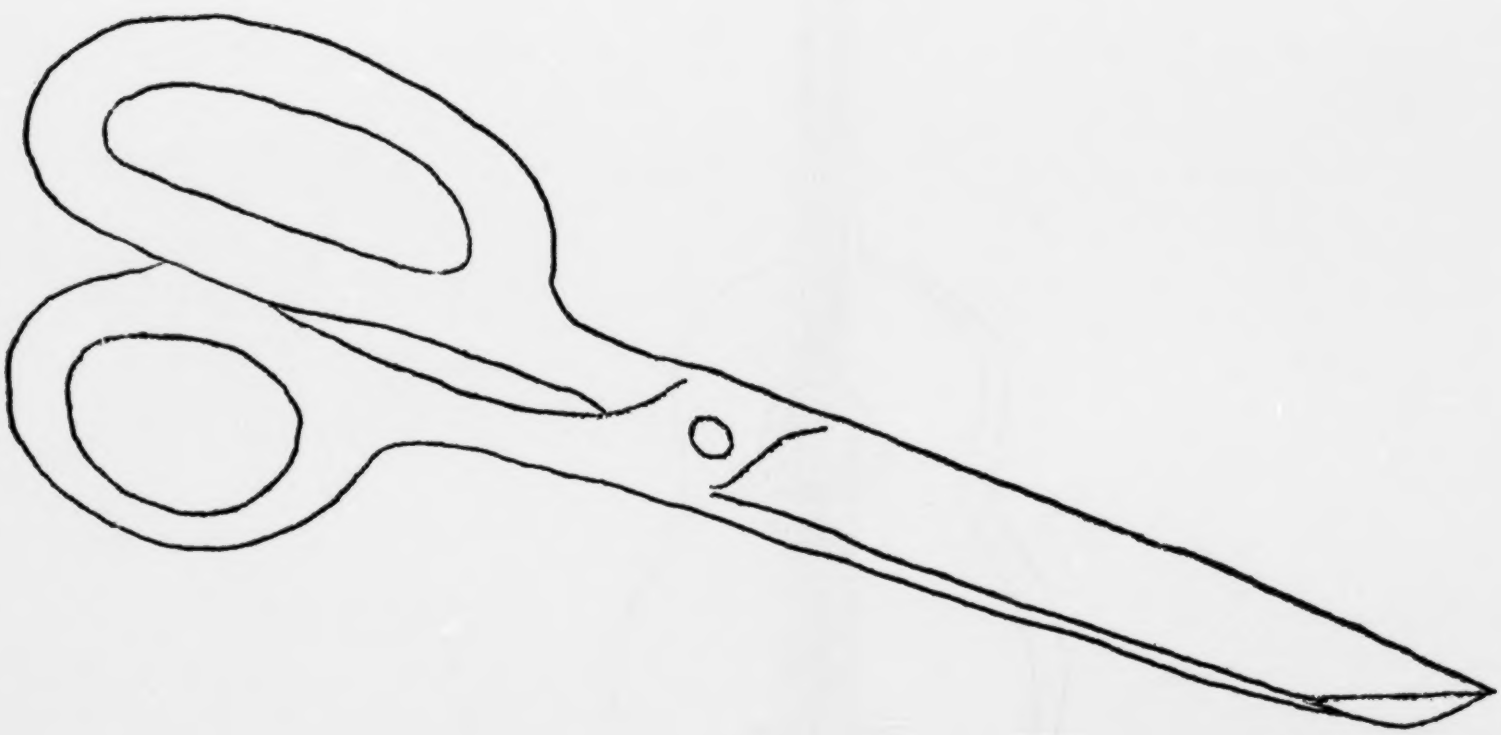
For Spanish Activity 1 supporting Lesson 6
Lesson 7



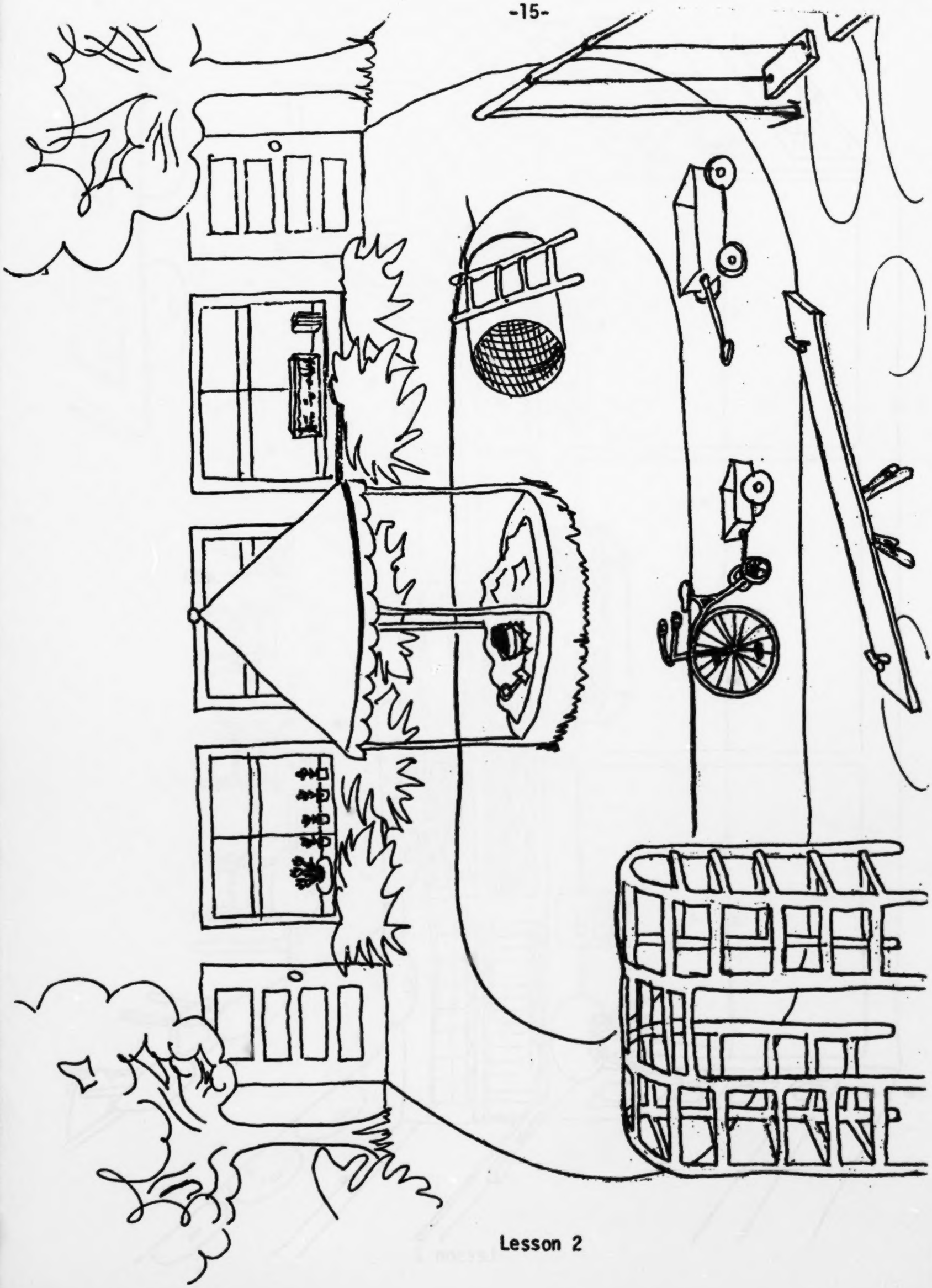


For Spanish Activity 3 supporting Lesson 8

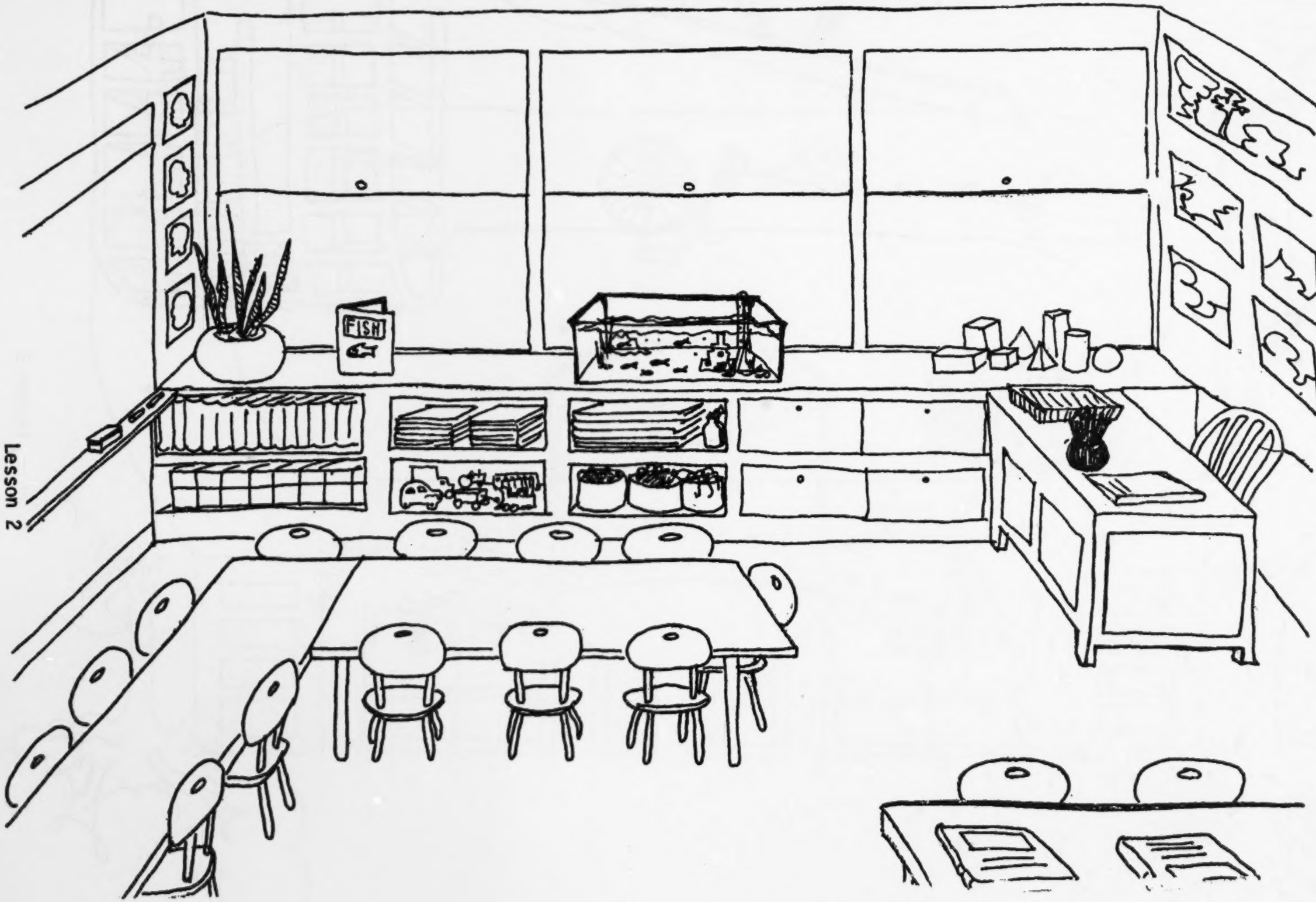


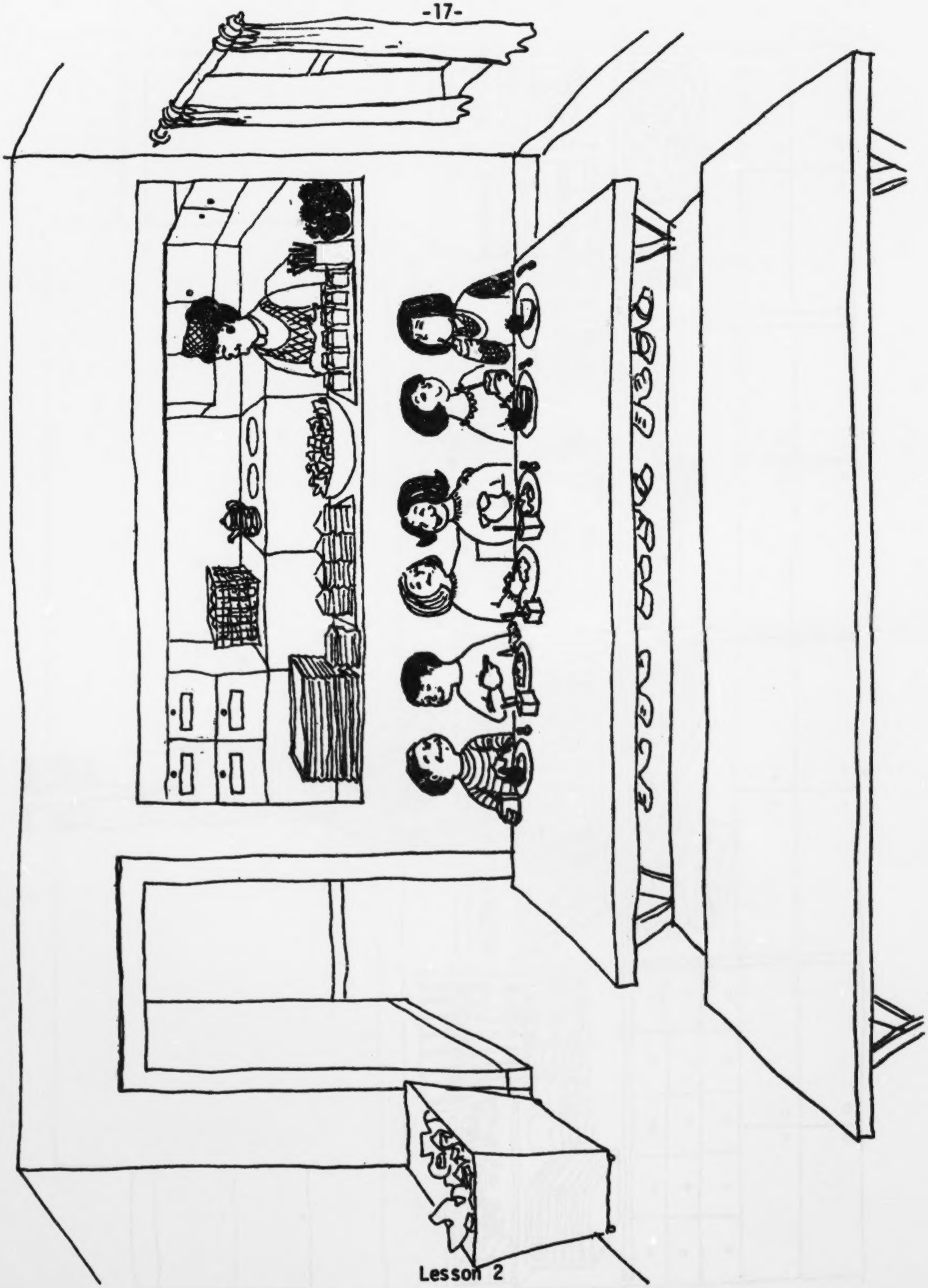


For Spanish Activity 3 supporting Lesson 8
Lesson 8

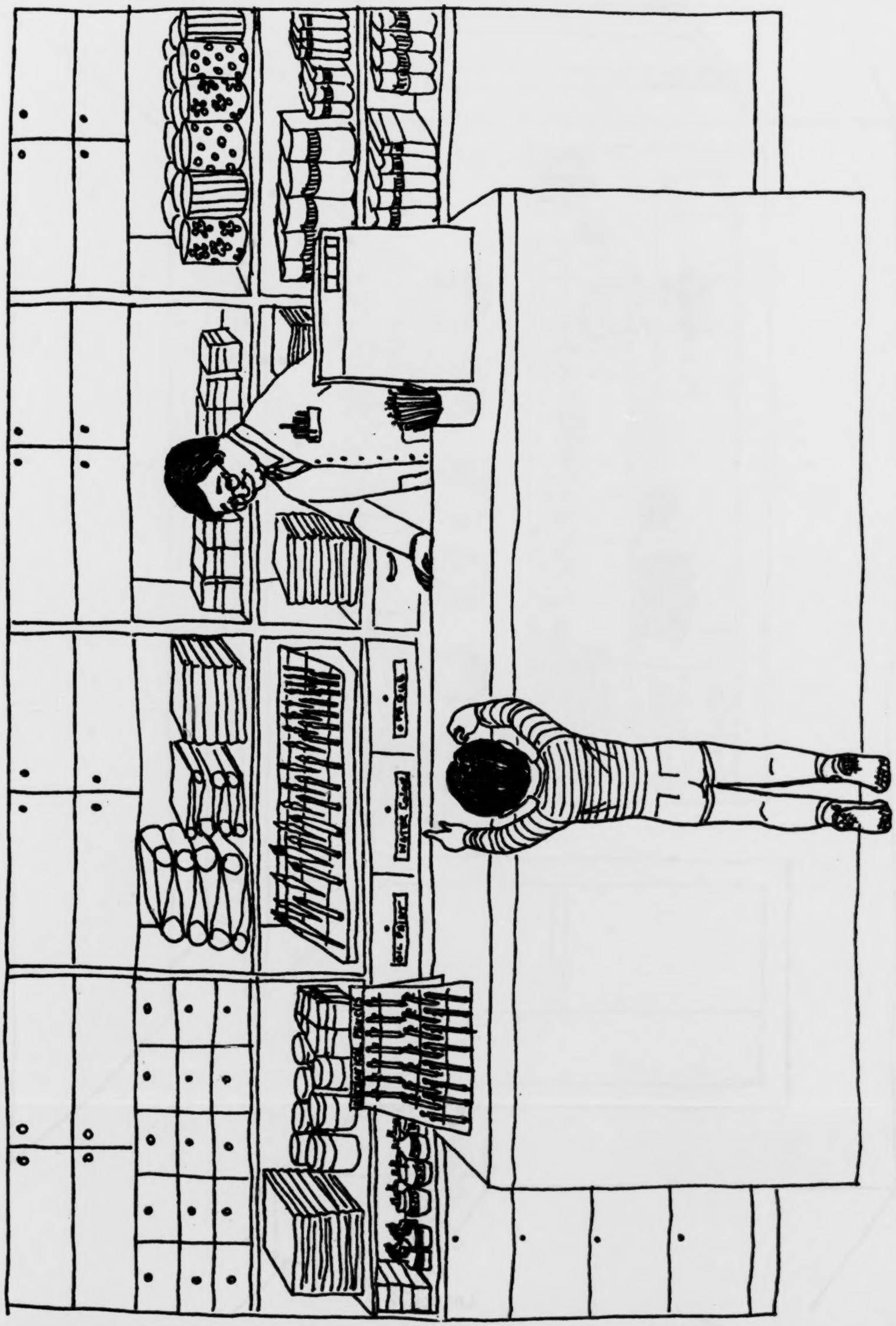


Lesson 2

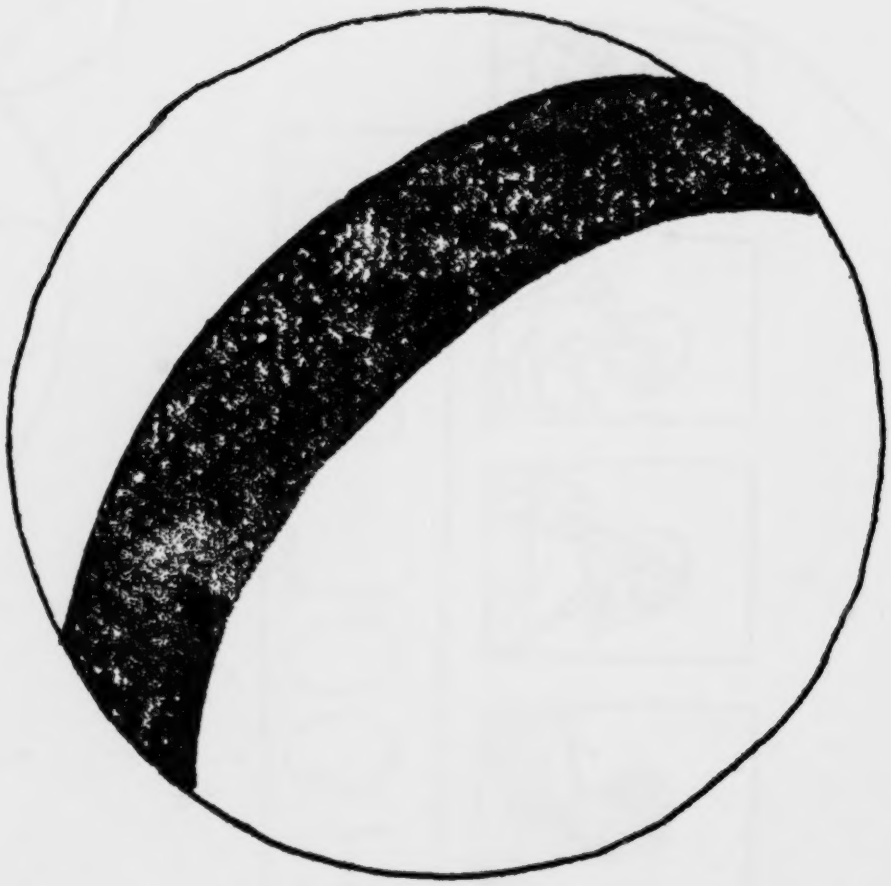

FISH



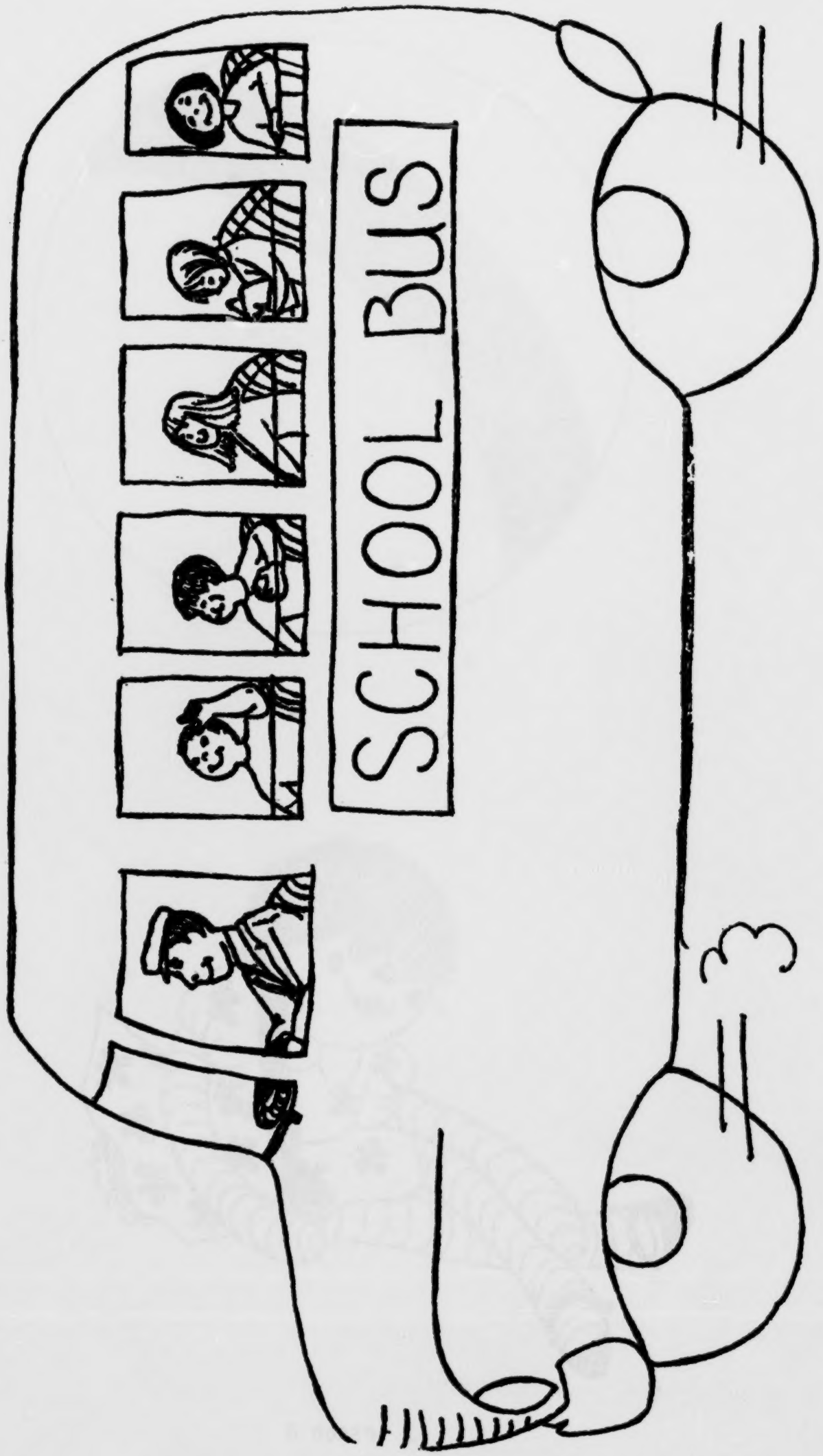
Lesson 2



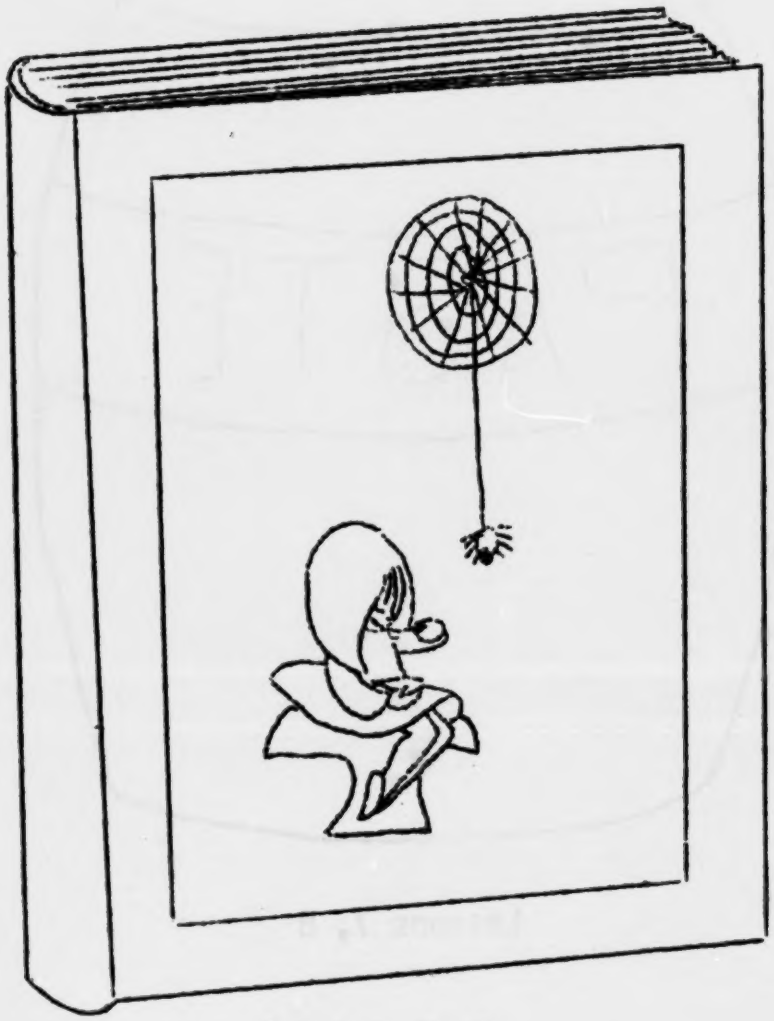
Lesson 7



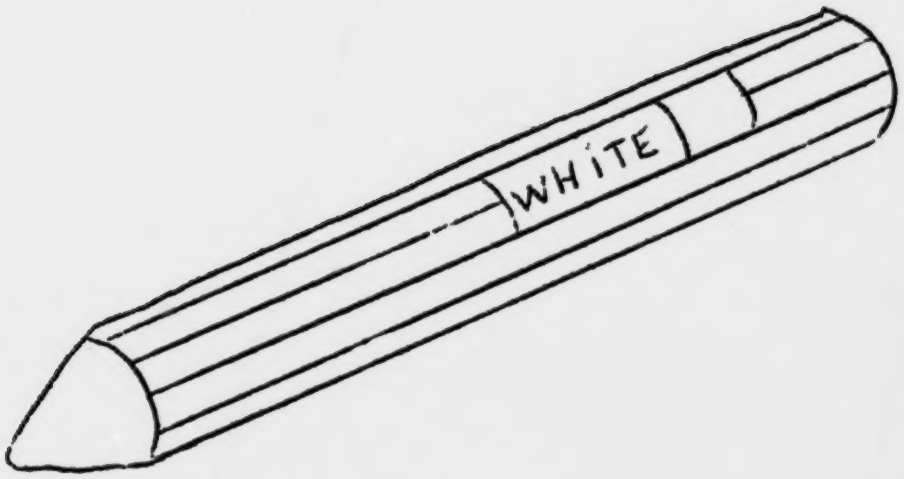
Lesson 8



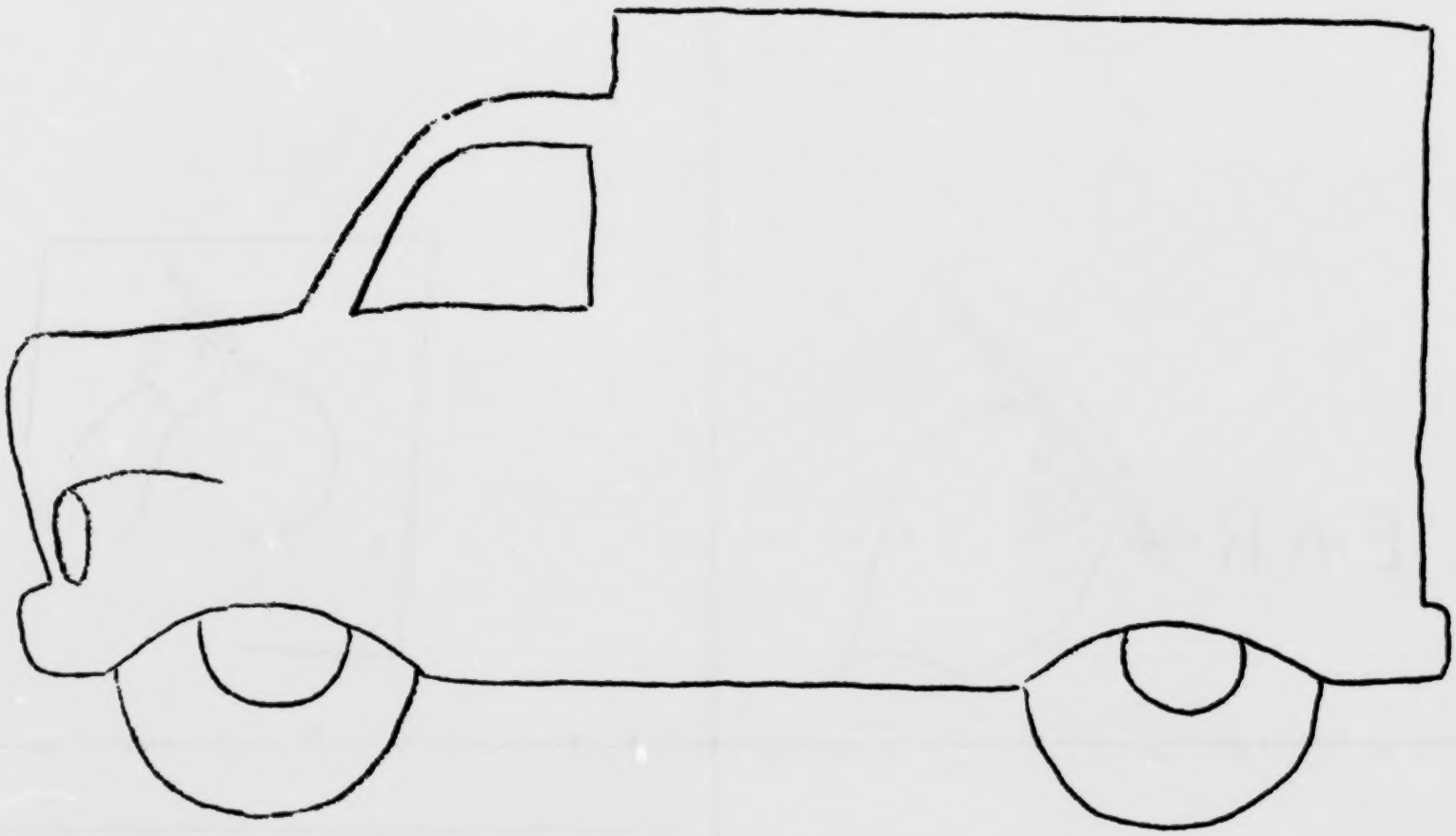
For use with many lessons.

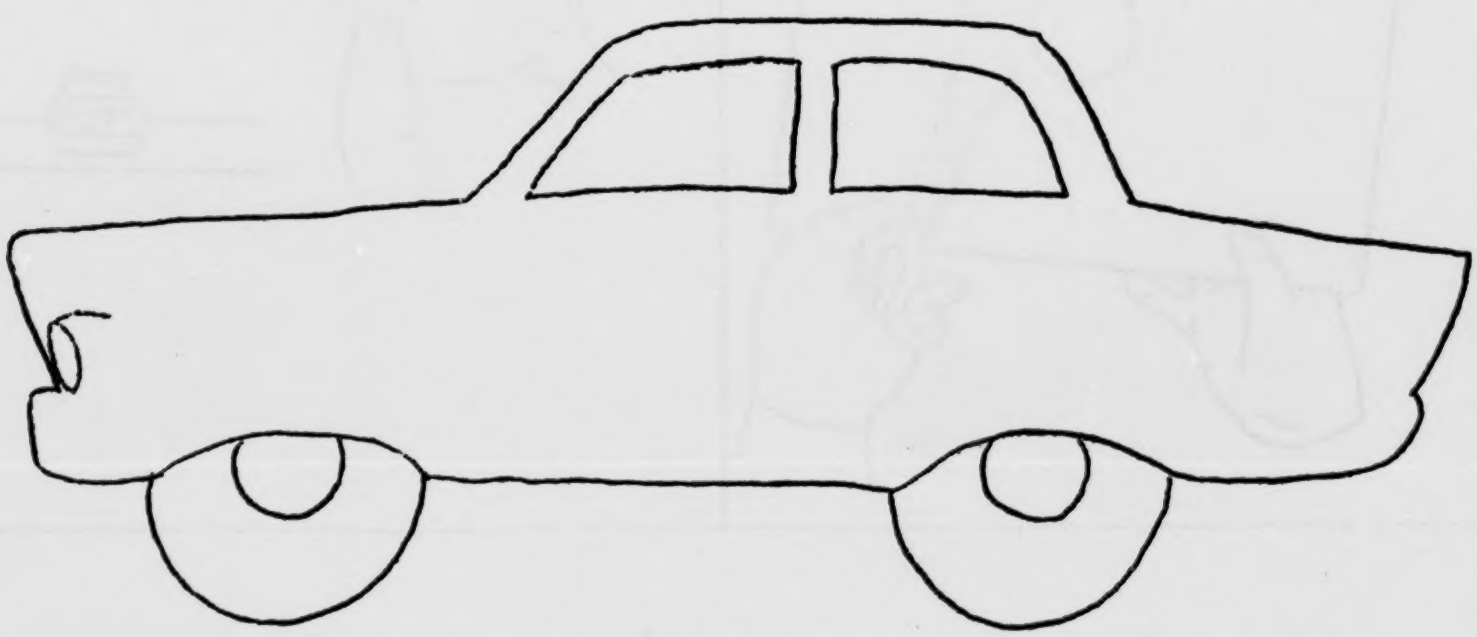


Lessons 7, 8

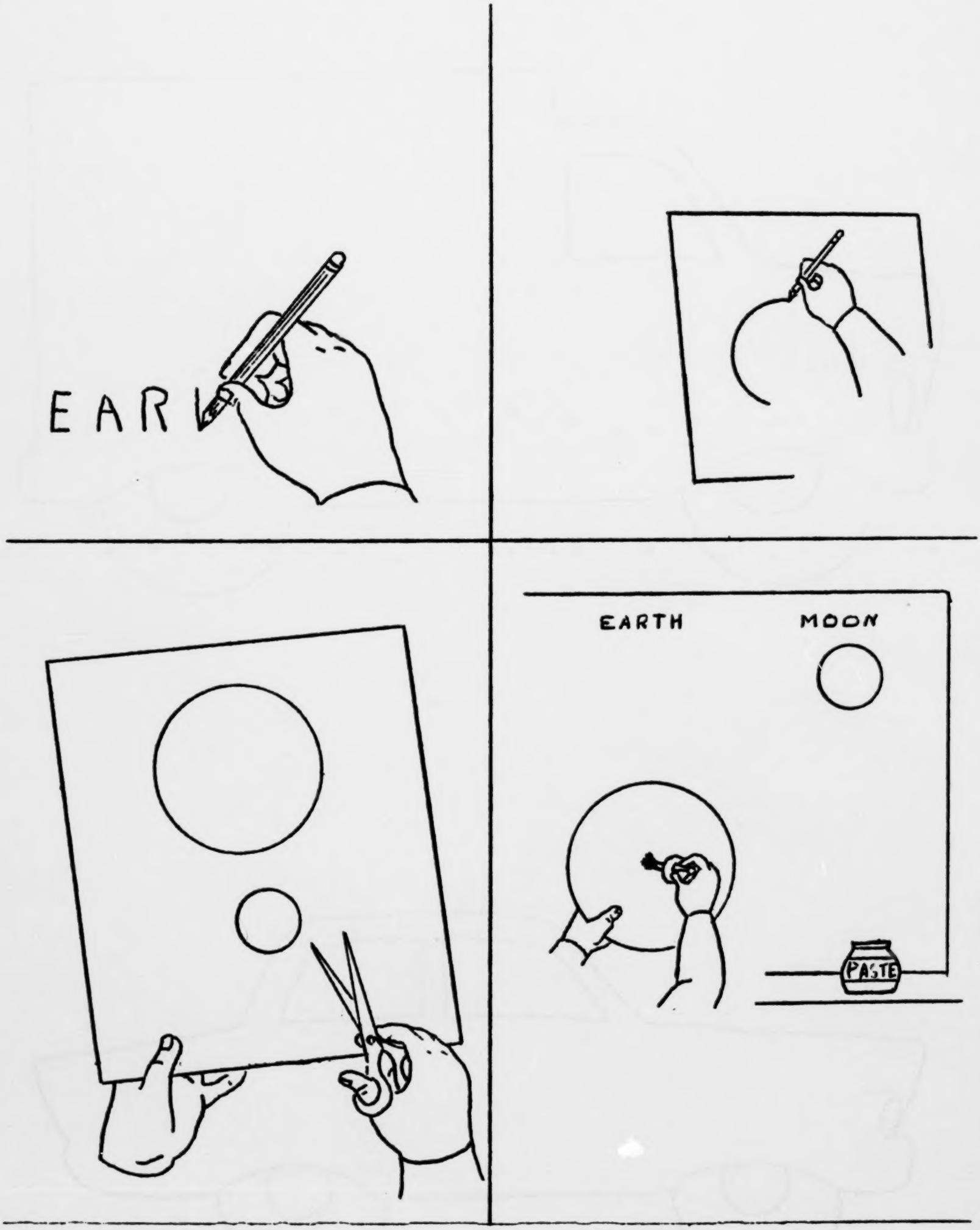


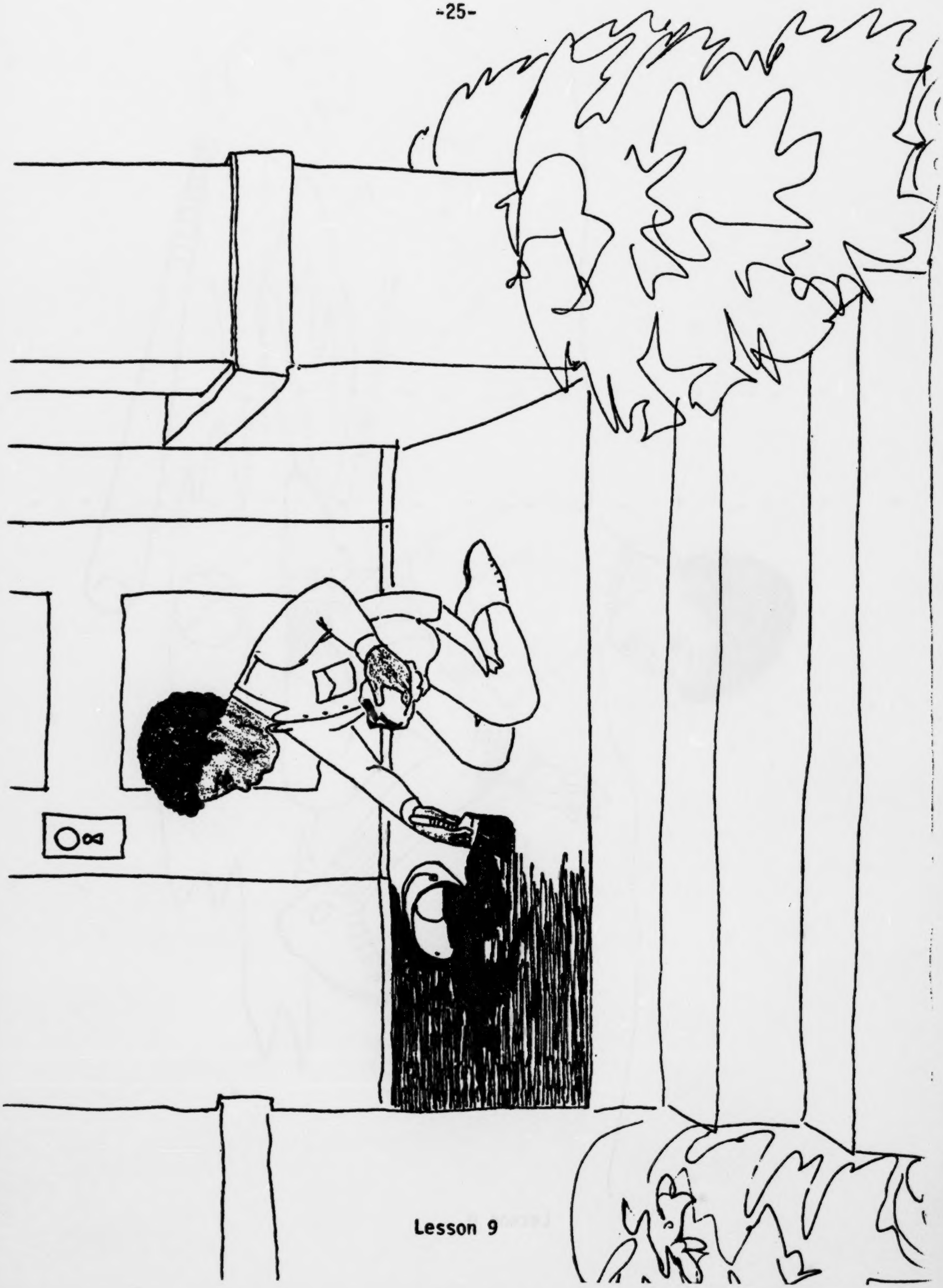
Lessons 7, 8





Lesson 8

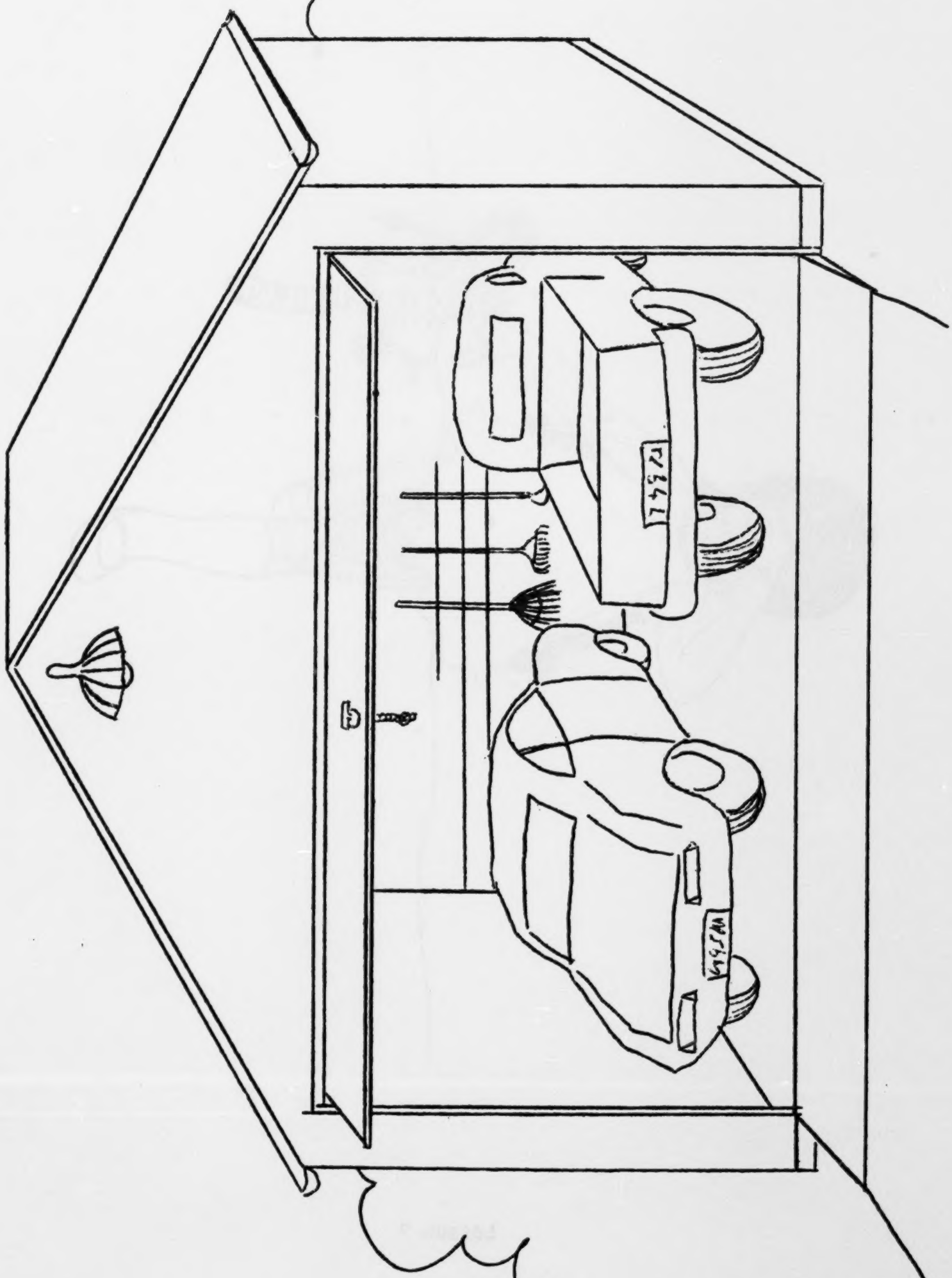

EARTH
EARTH
MOON
PASTE



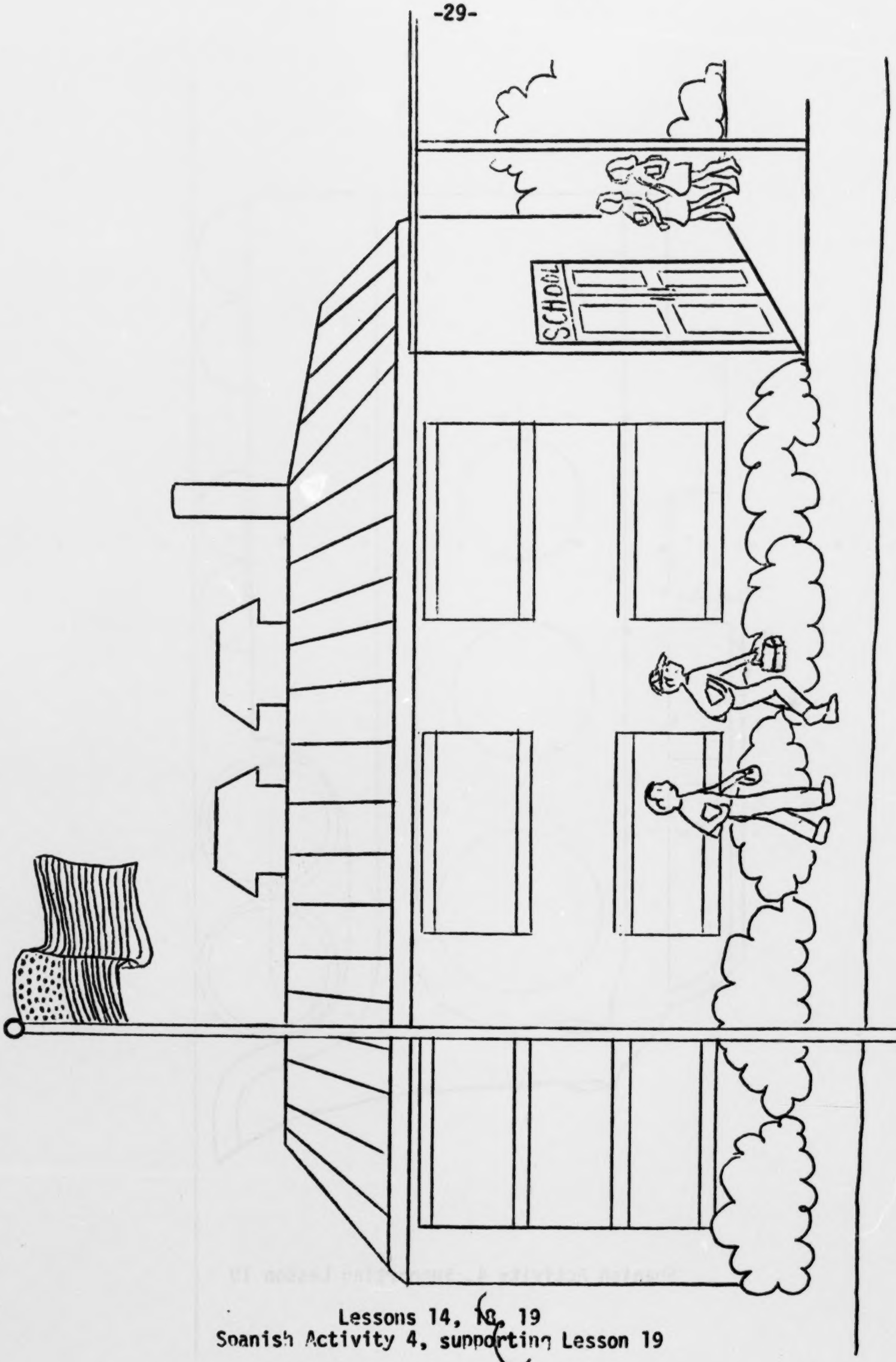
Lesson 9

Lesson 9

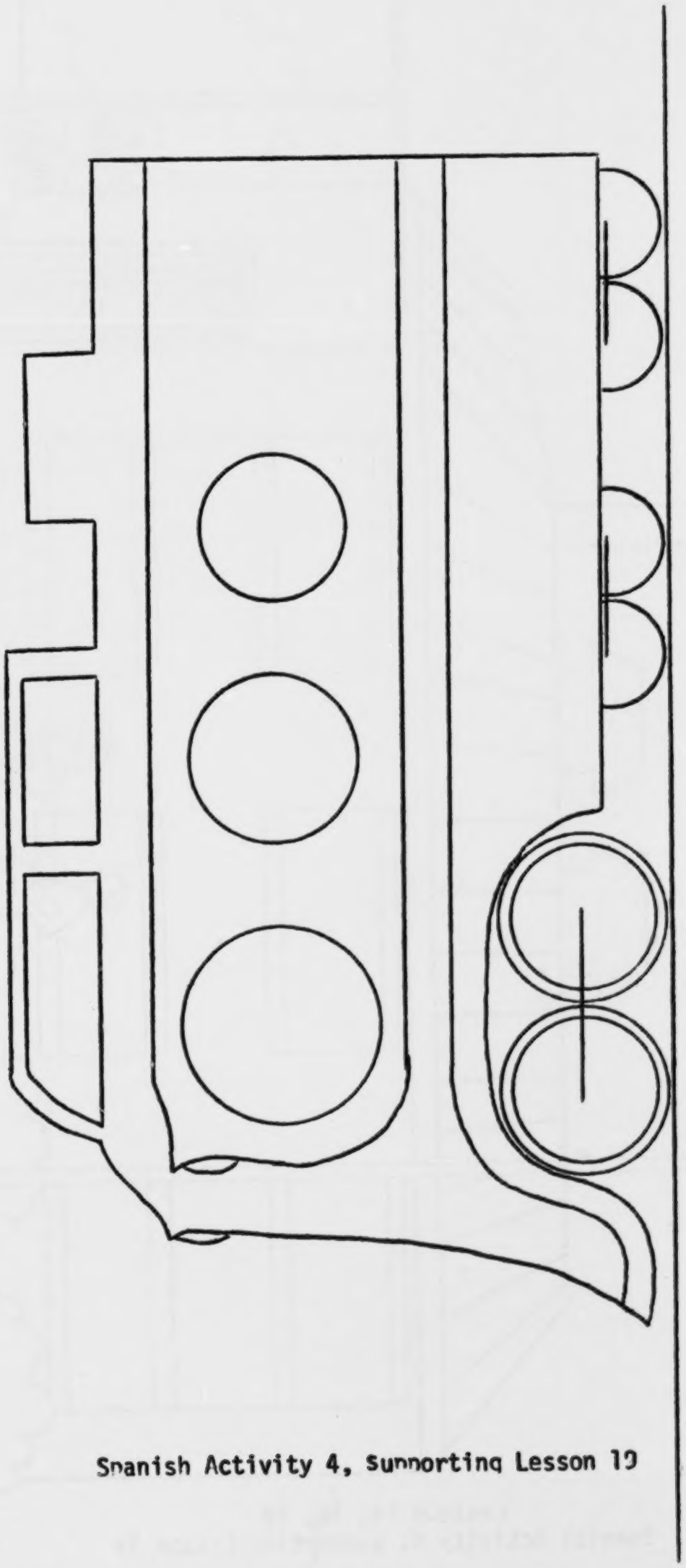
Lesson 9



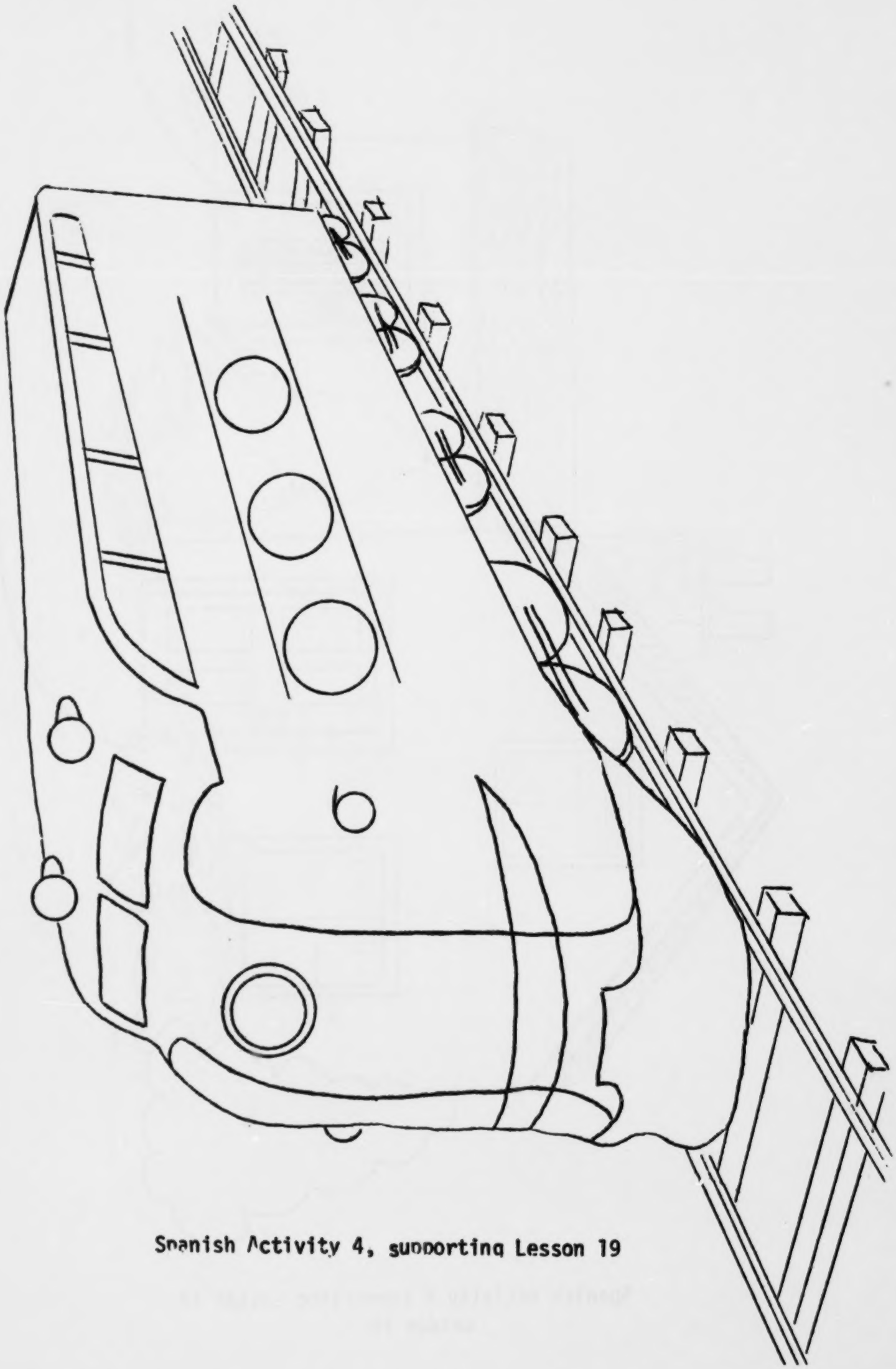
Lesson 14



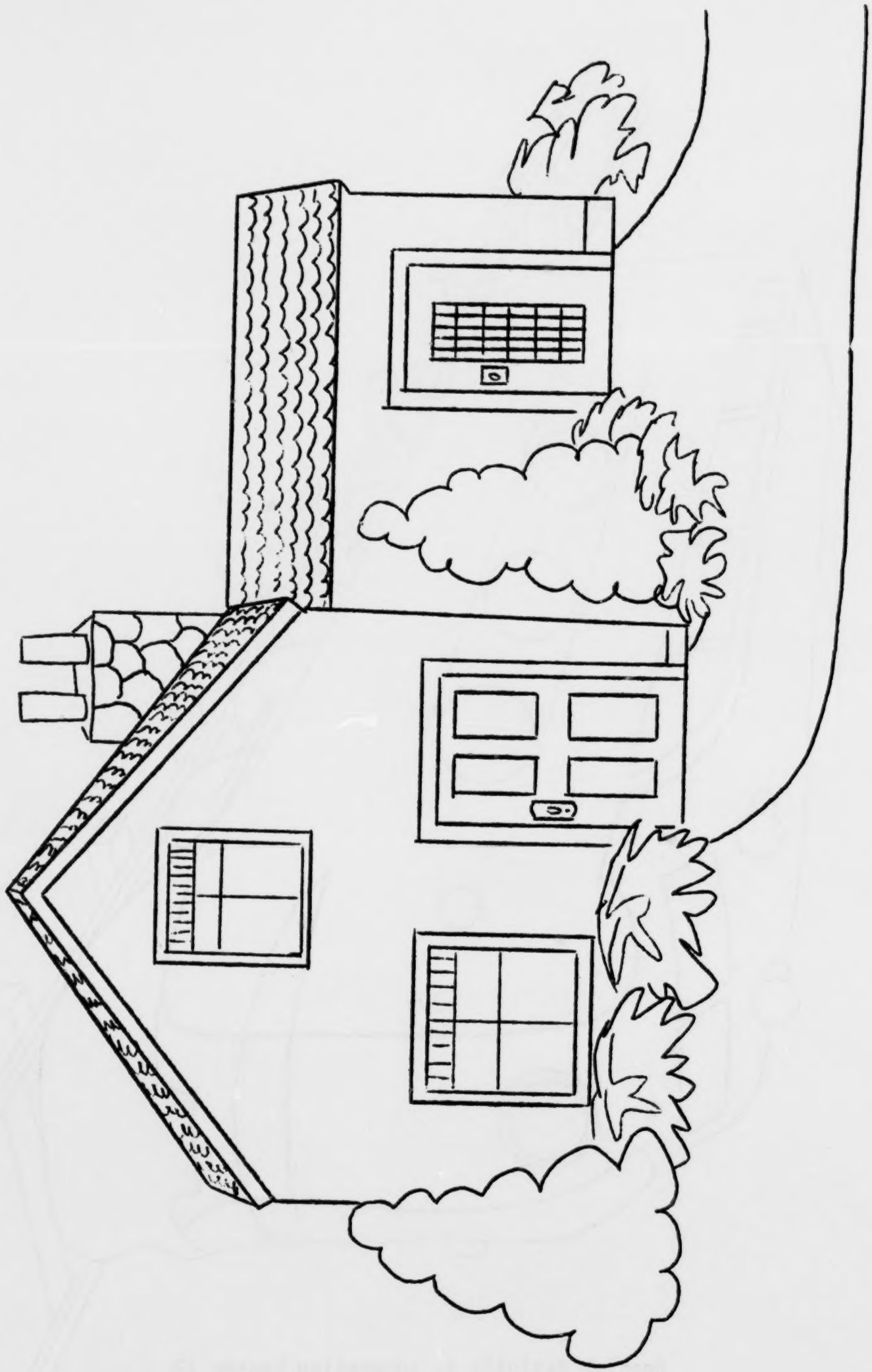
Lessons 14, 18, 19
Spanish Activity 4, supporting Lesson 19



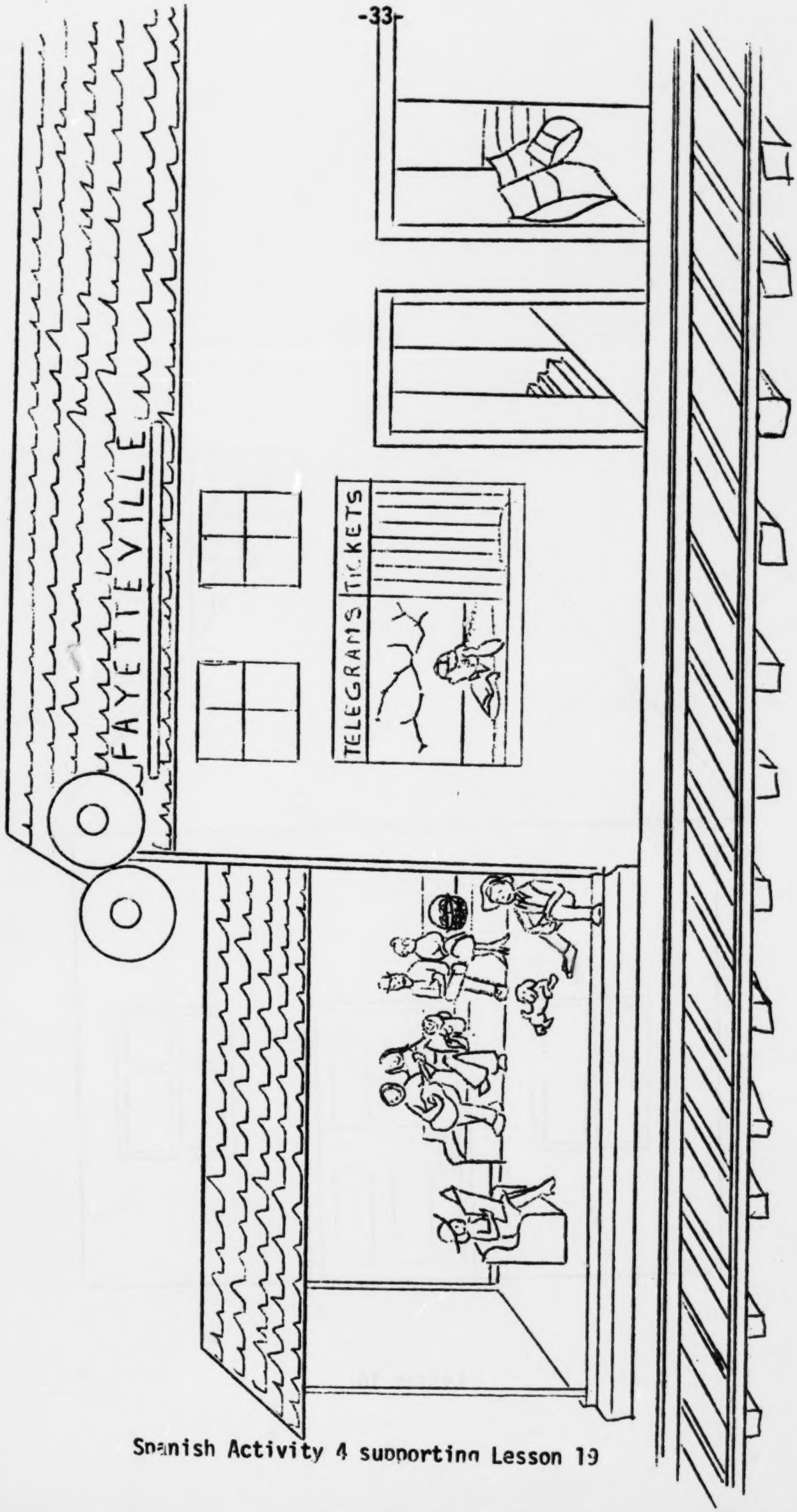
Spanish Activity 4, Supporting Lesson 19



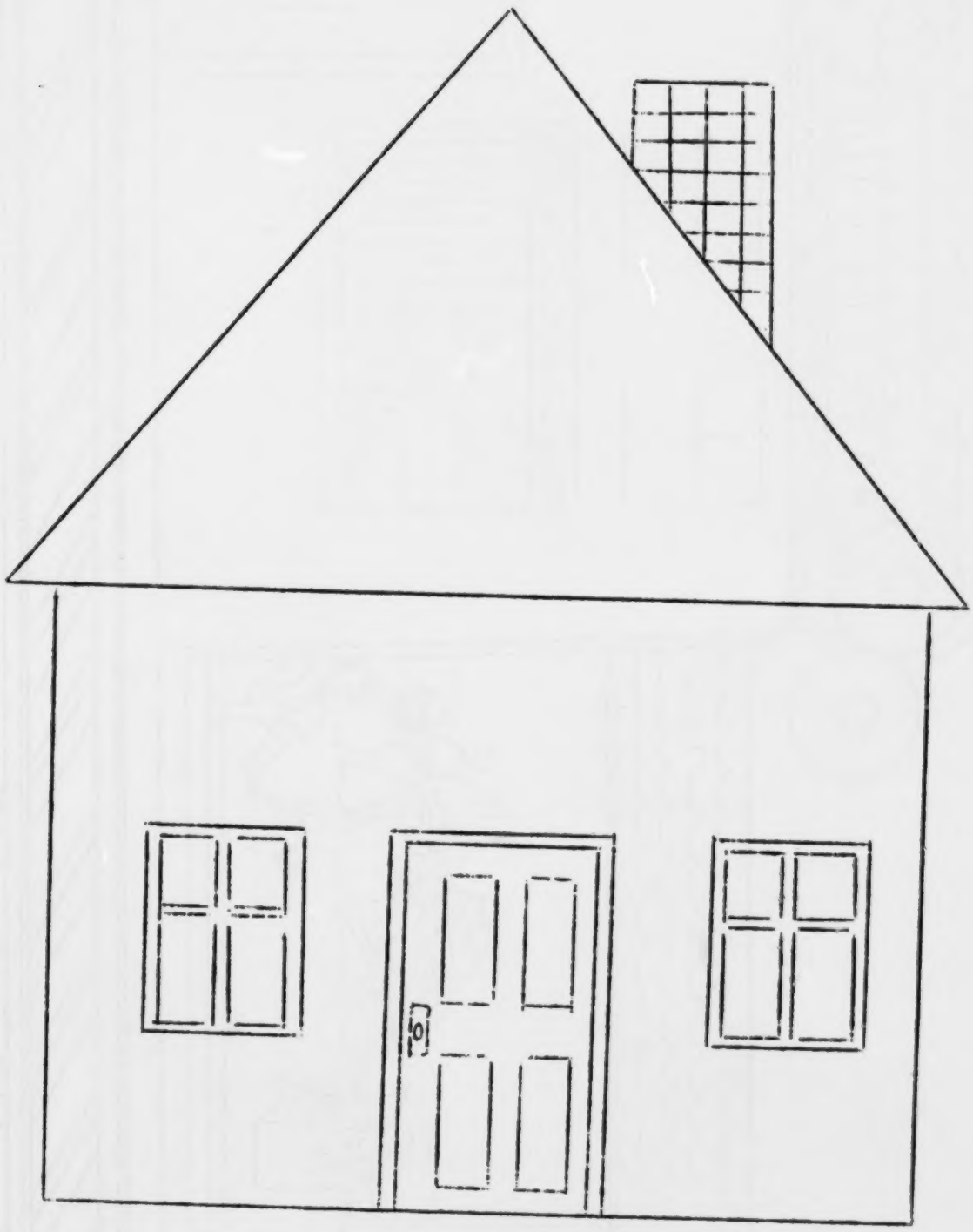
Spanish Activity 4, supporting Lesson 19



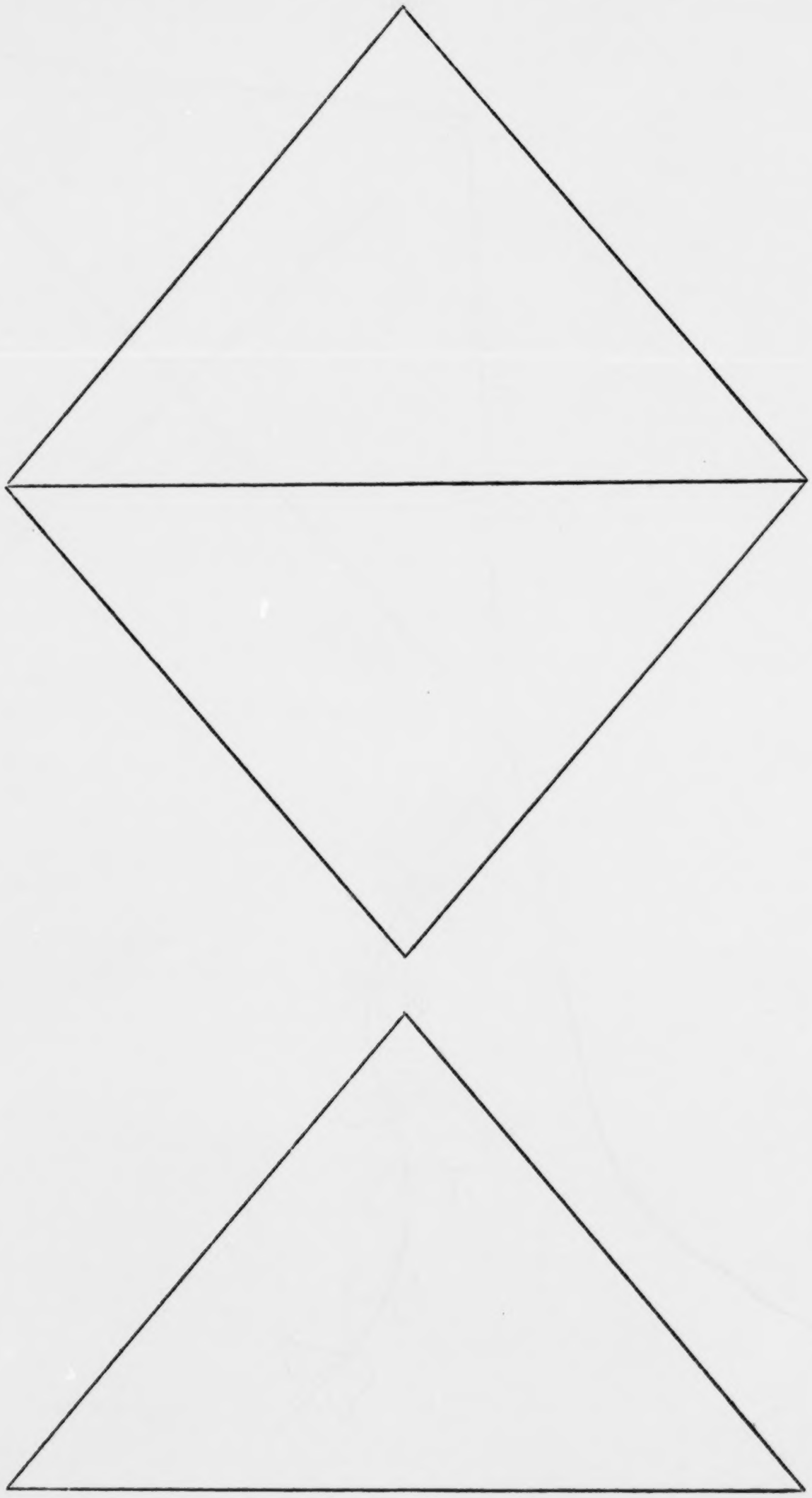
Spanish Activity 4 supporting Lesson 19
Lesson 18



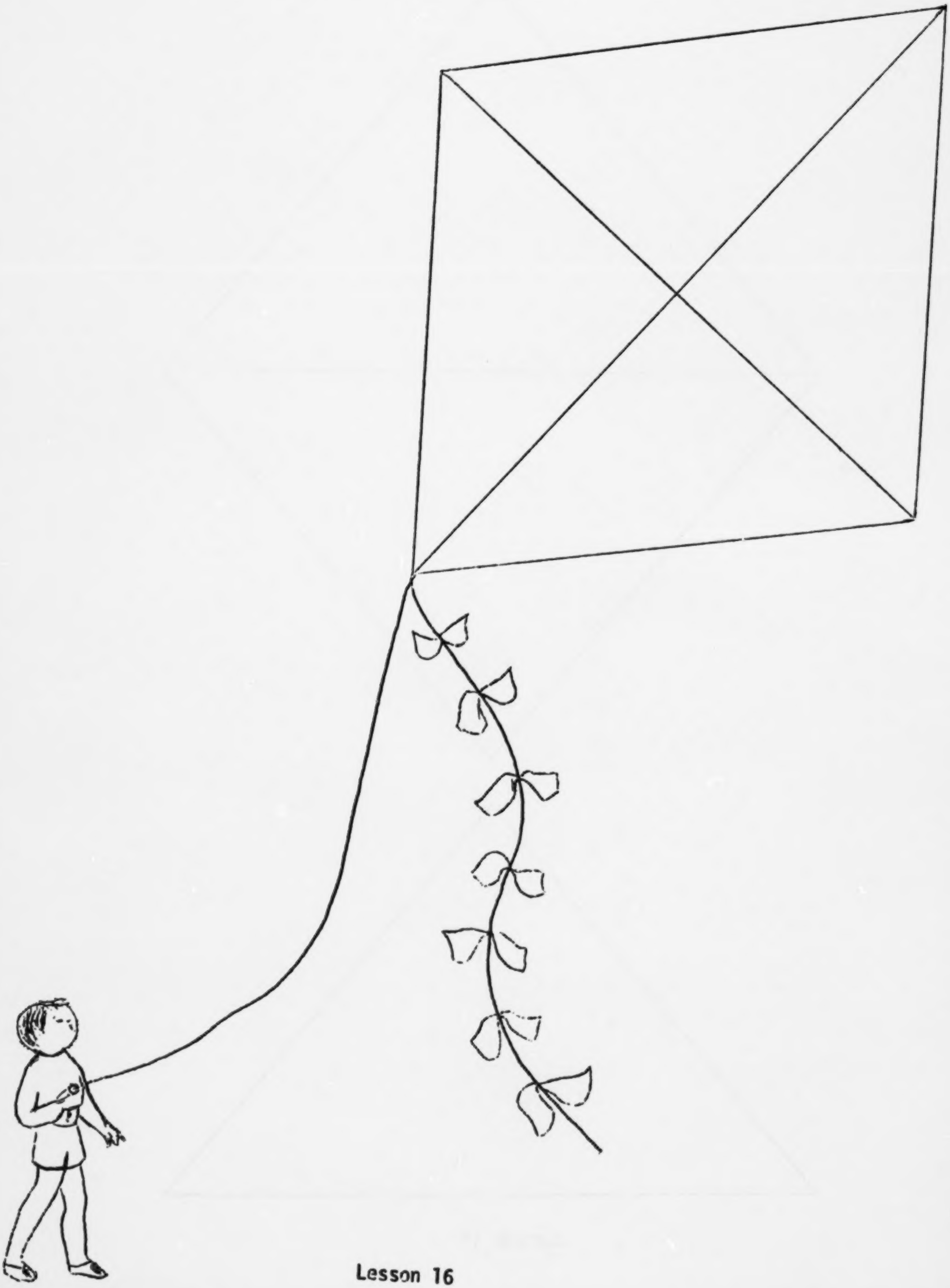
Spanish Activity 4 supporting Lesson 19

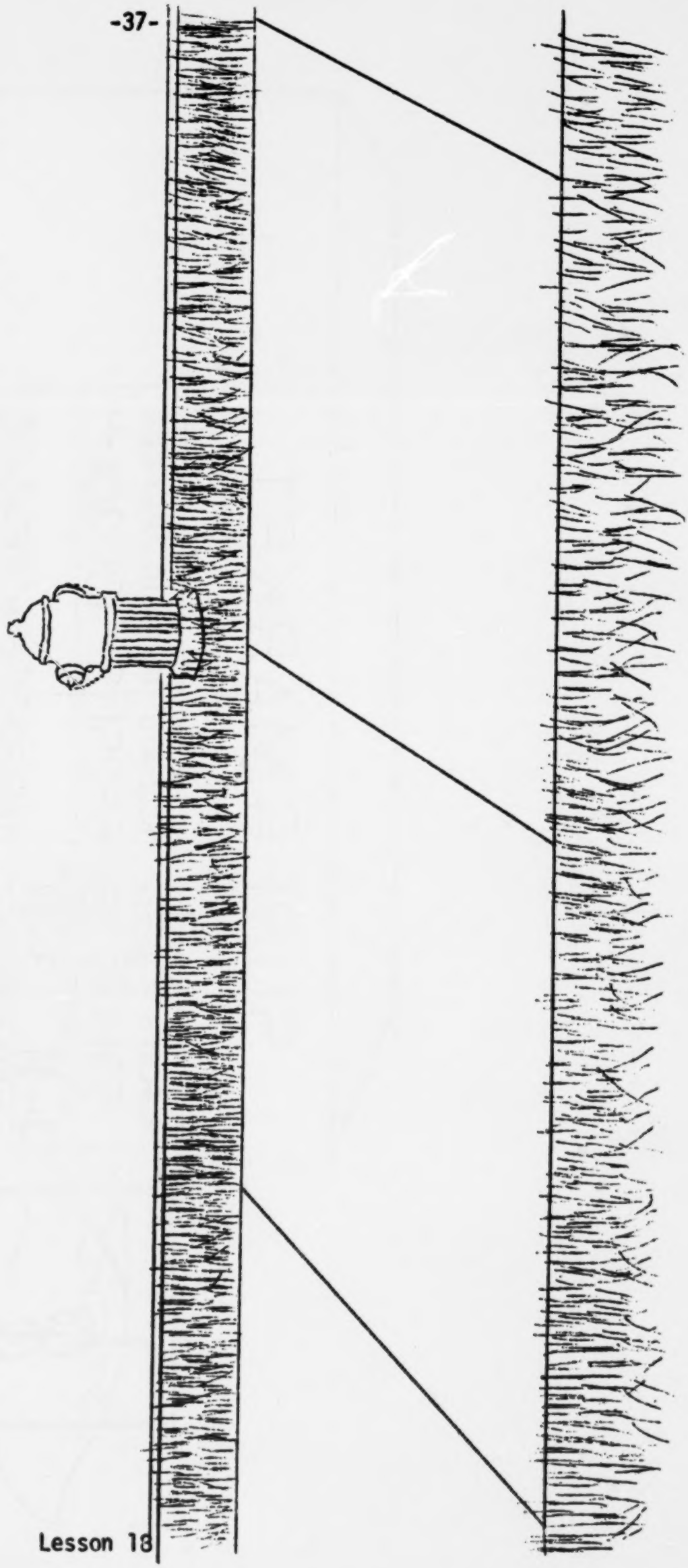


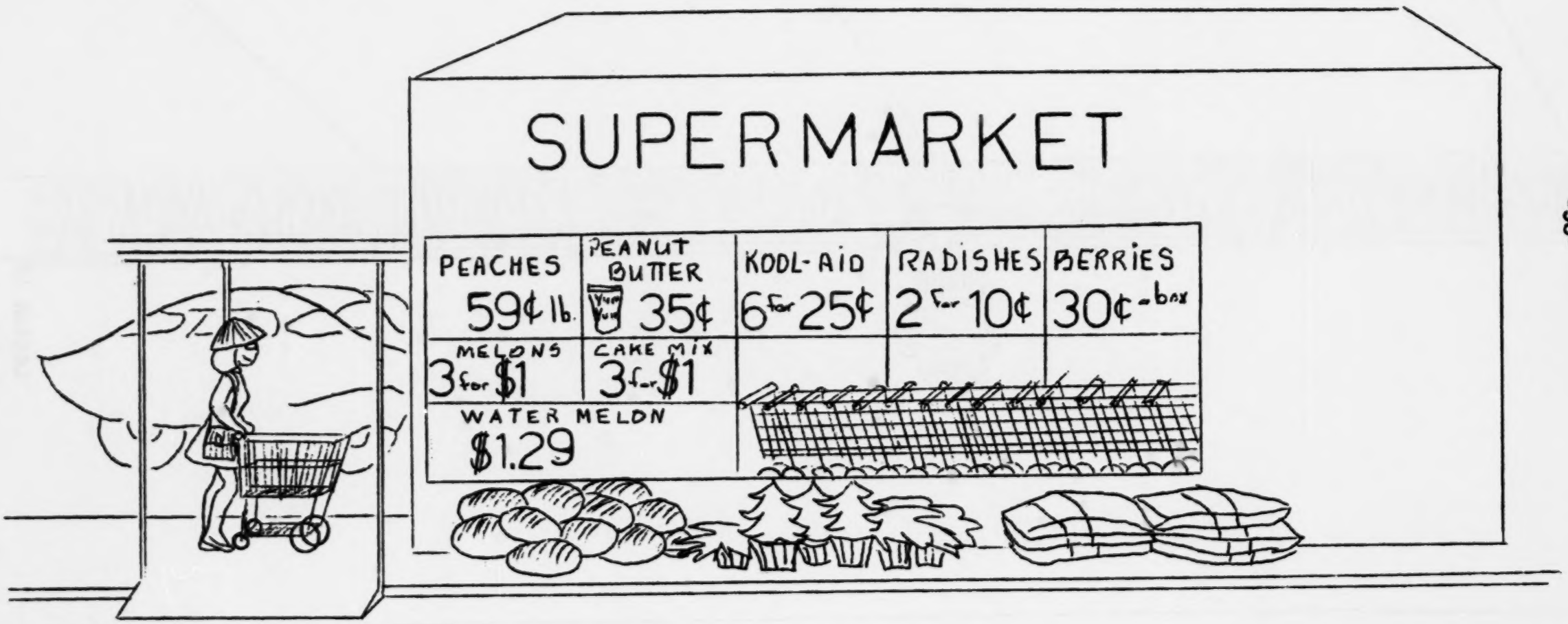
Lesson 16

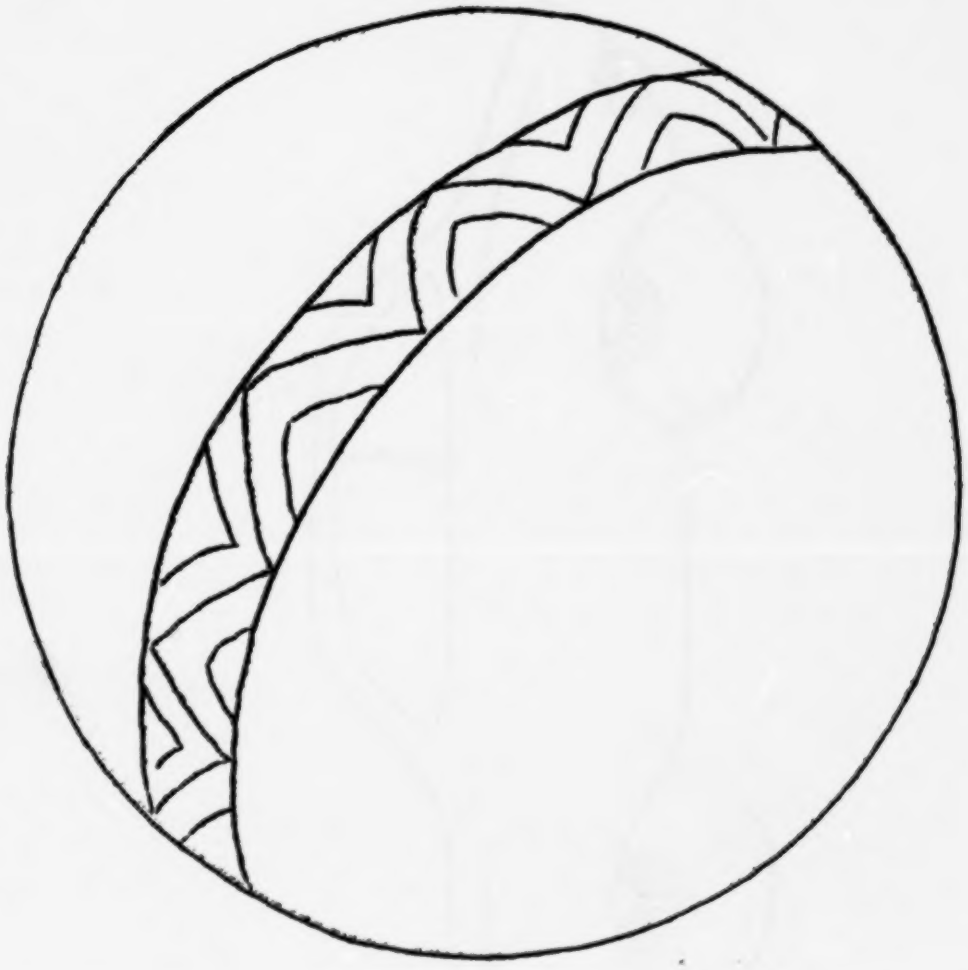


Lesson 16

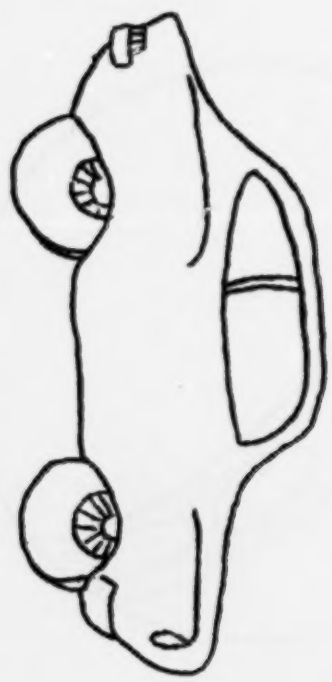




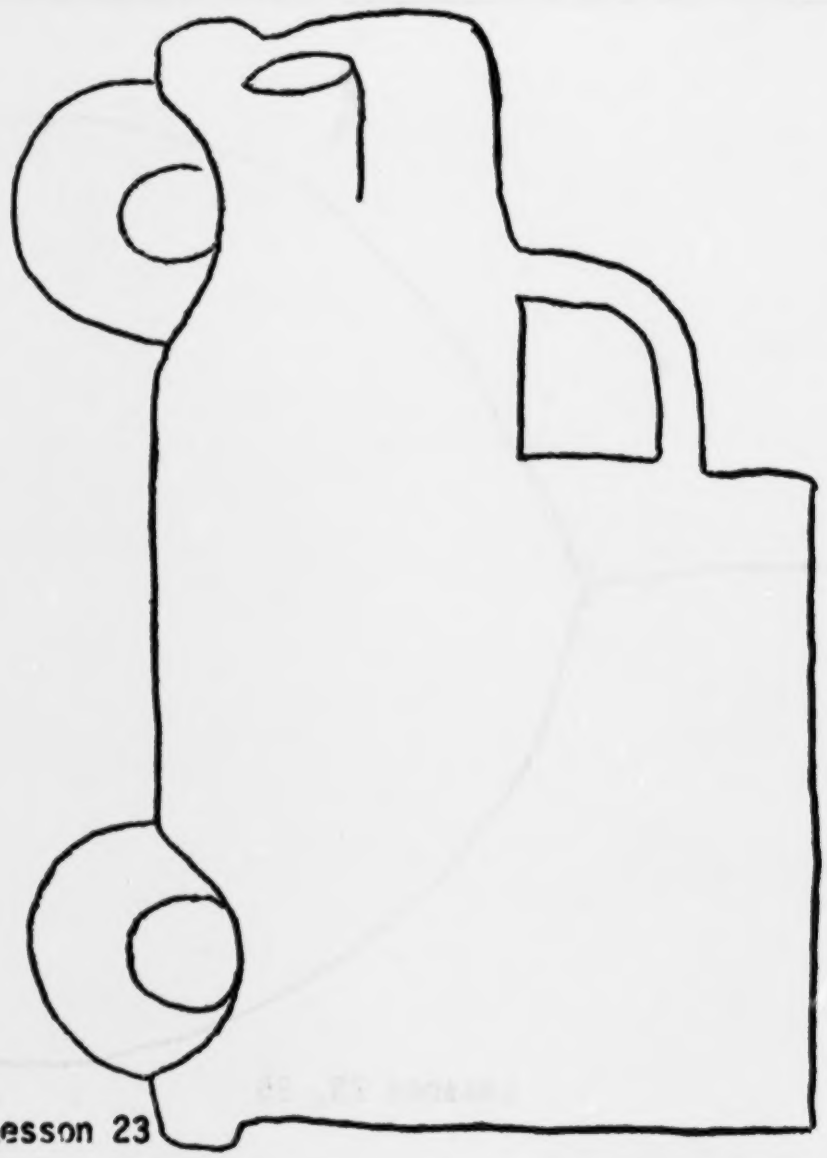

SUPERMARKET
PEACHES
59¢ lb.
PEANUT BUTTER
35¢
KOOL-AID
6 for 25¢
RADISHES
2 for 10¢
BERRIES
30¢ - box
MELONS
3 for $1
CAKE MIX
3 for $1
WATER MELON
$1.29



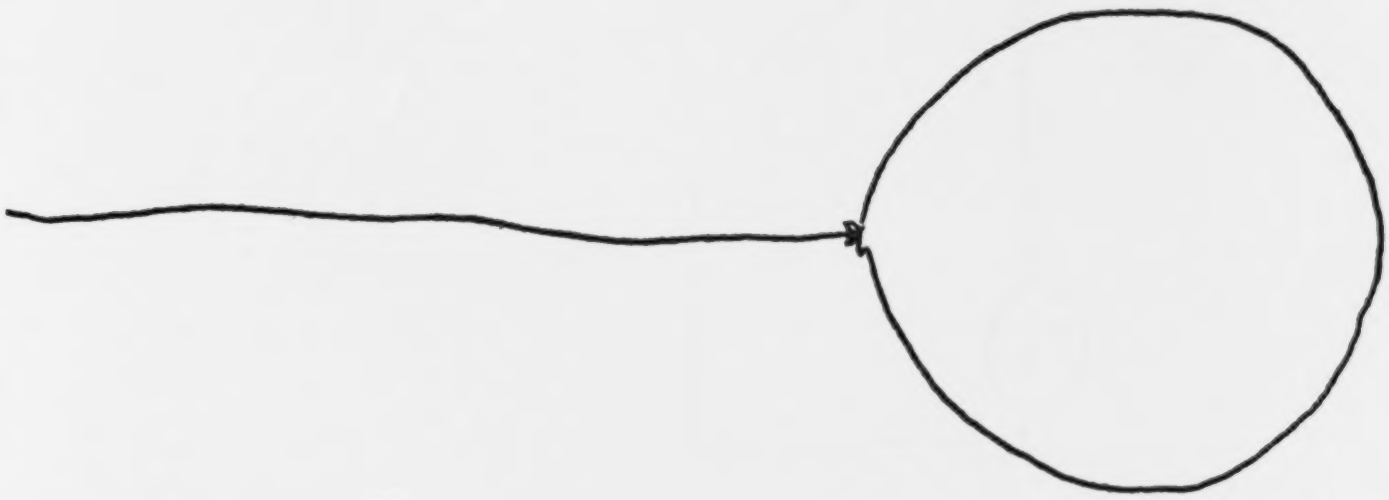
Lesson 23

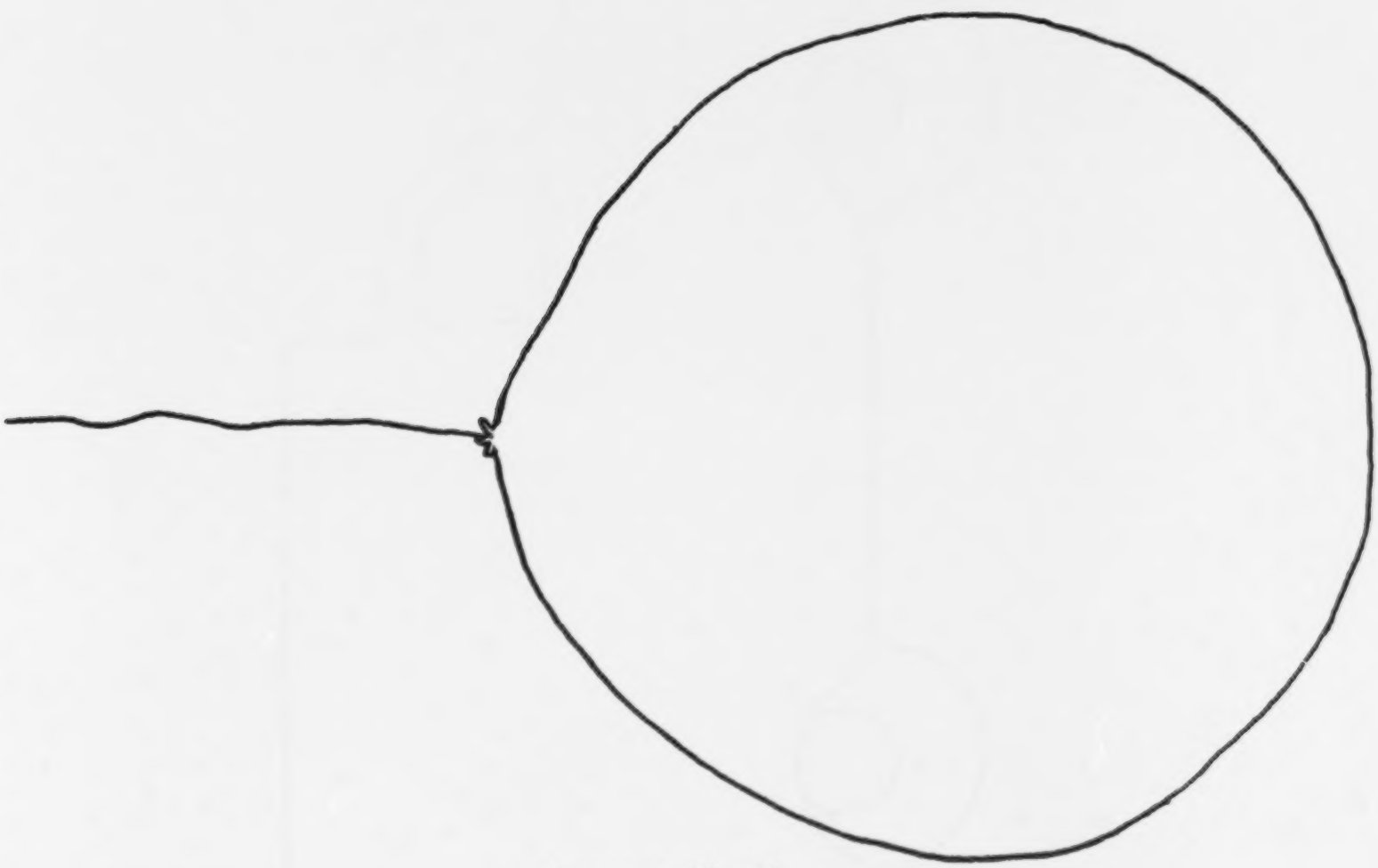


Lesson 23

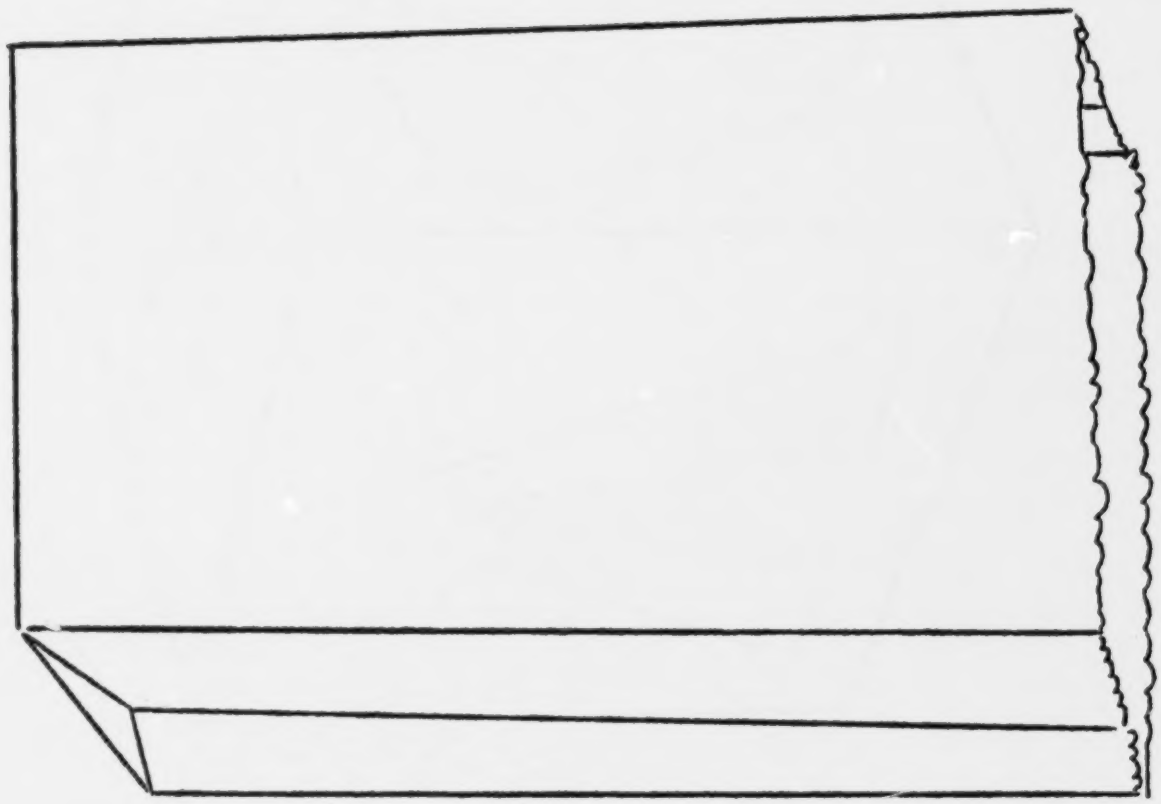


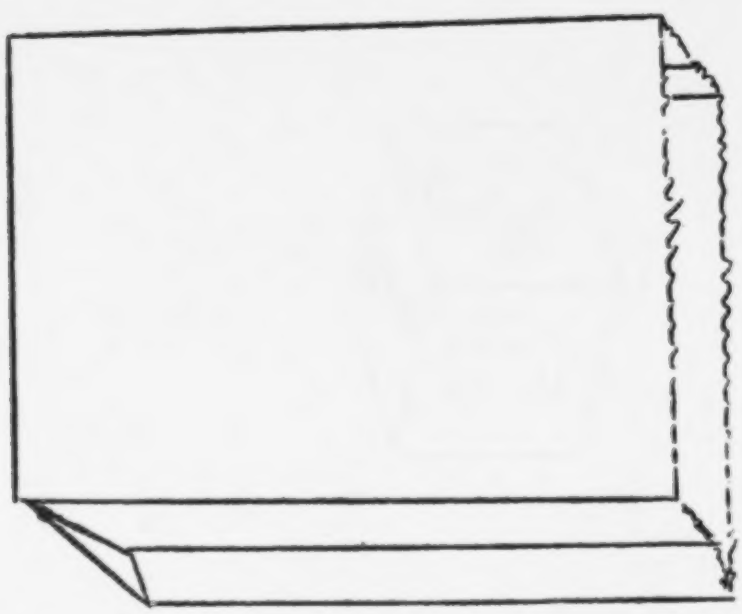
Lesson 23



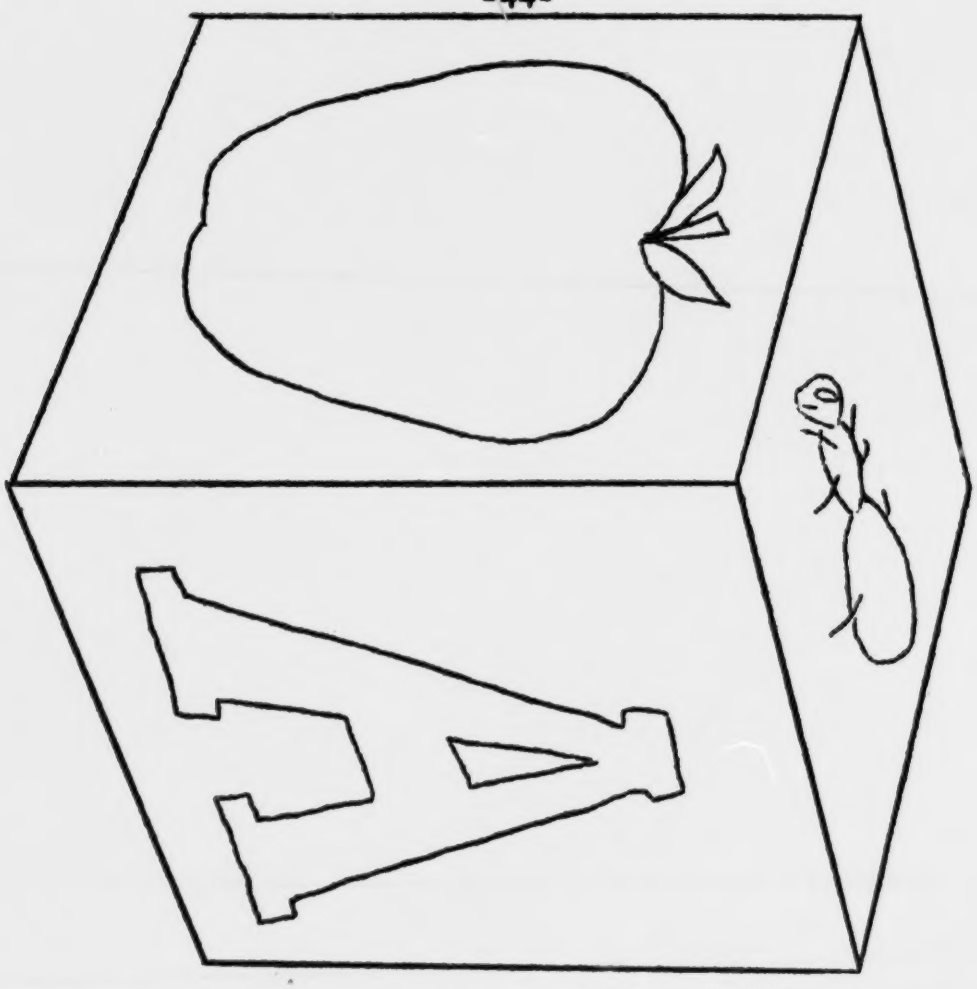


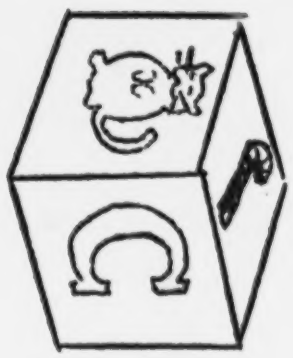
Lessons 23, 25

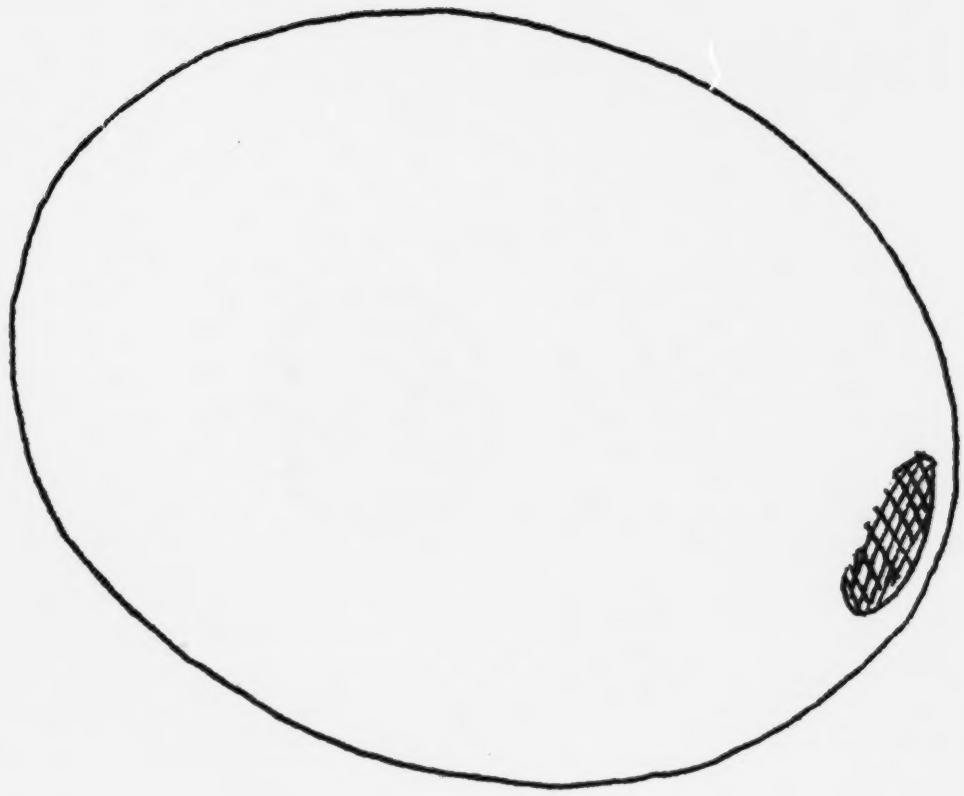




Lesson 25

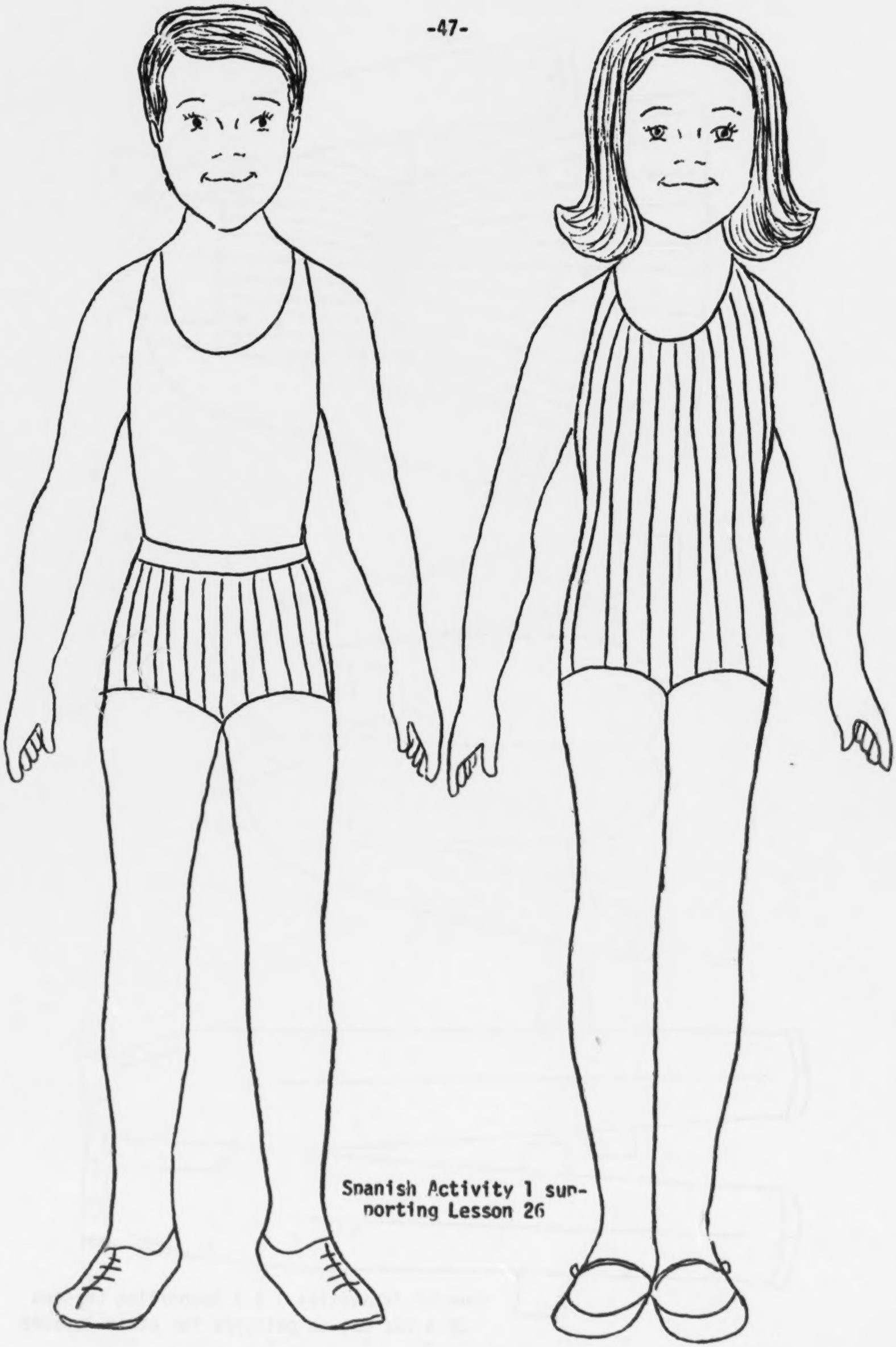




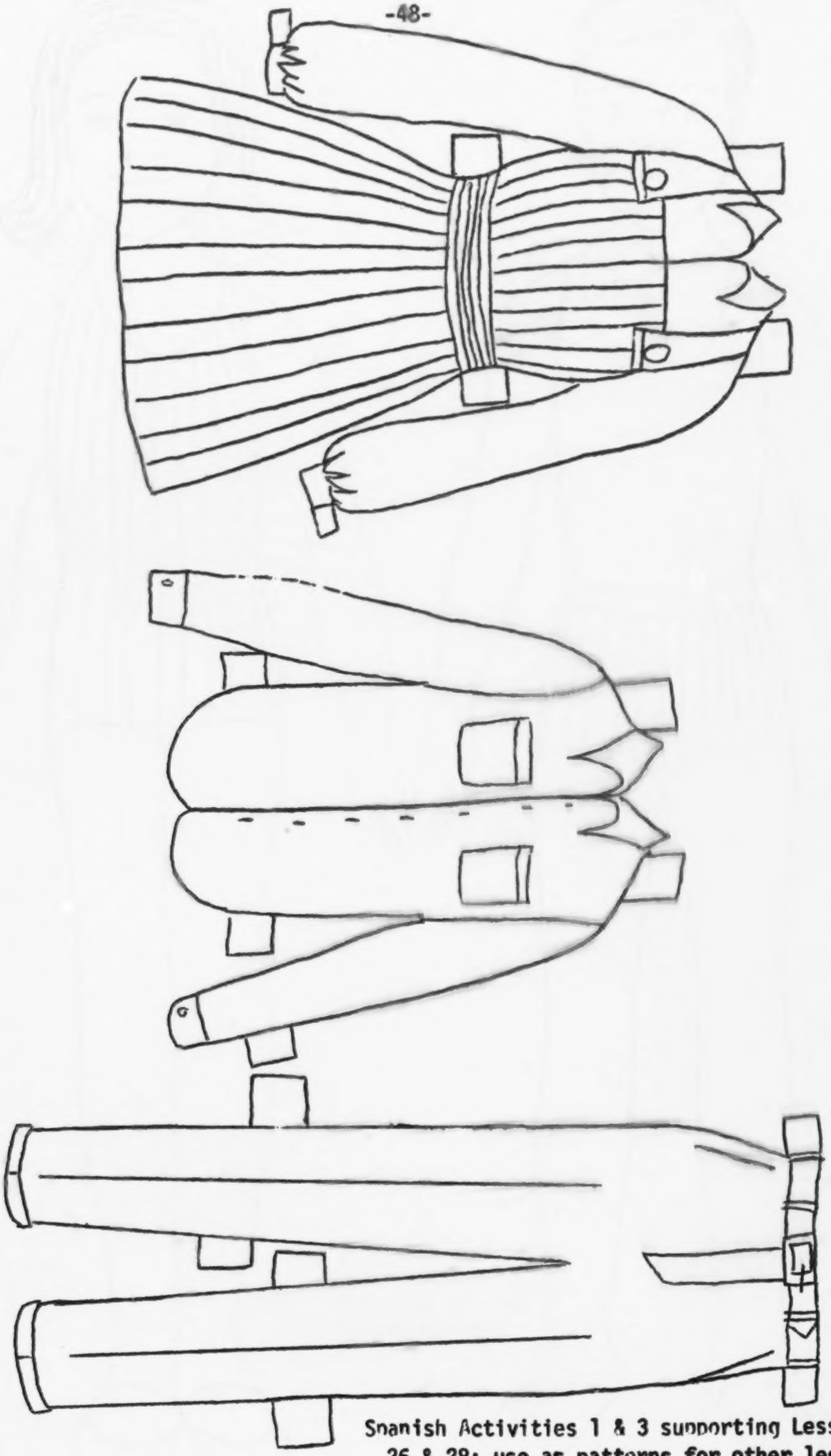


Lesson 25

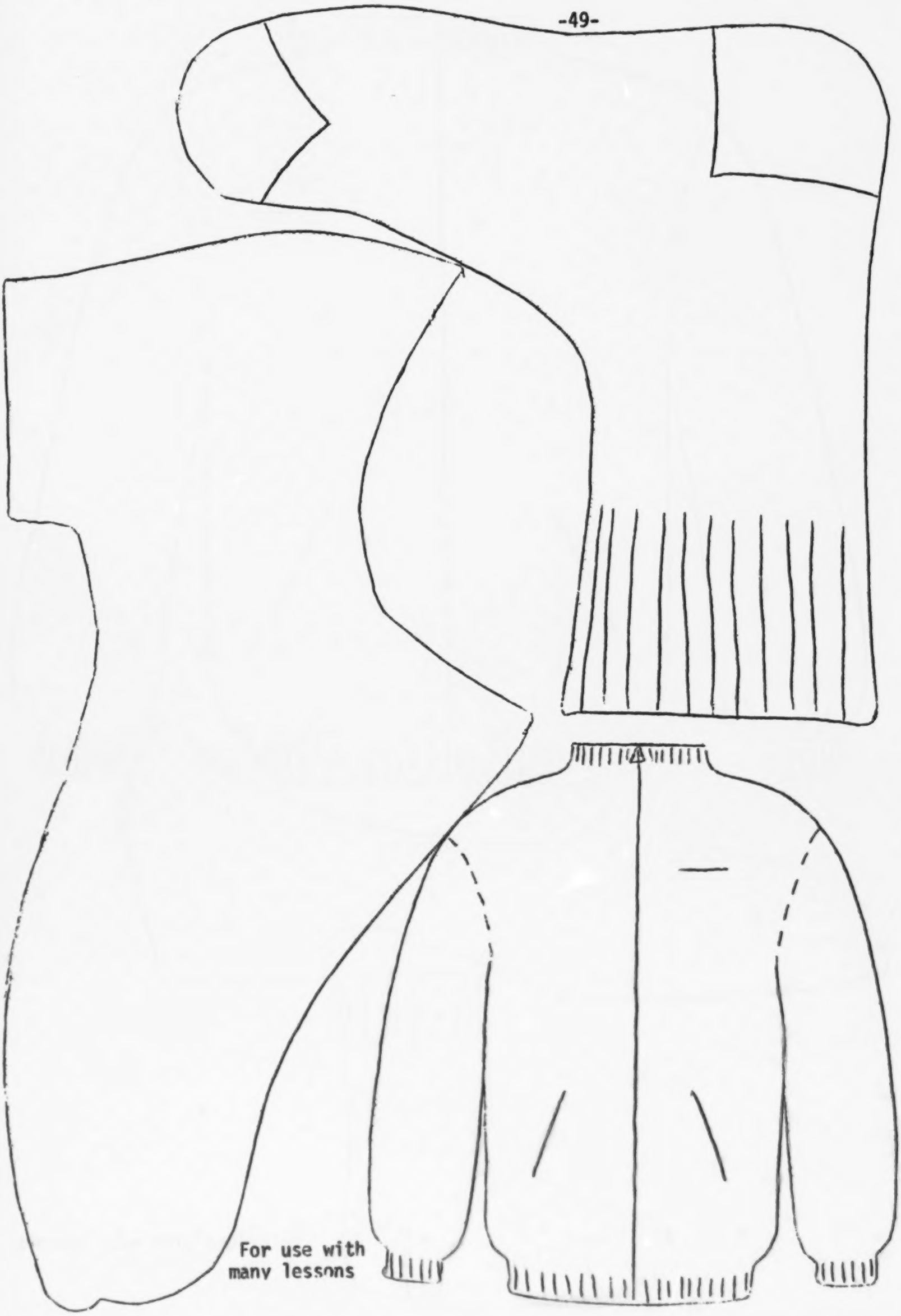
Lesson 25



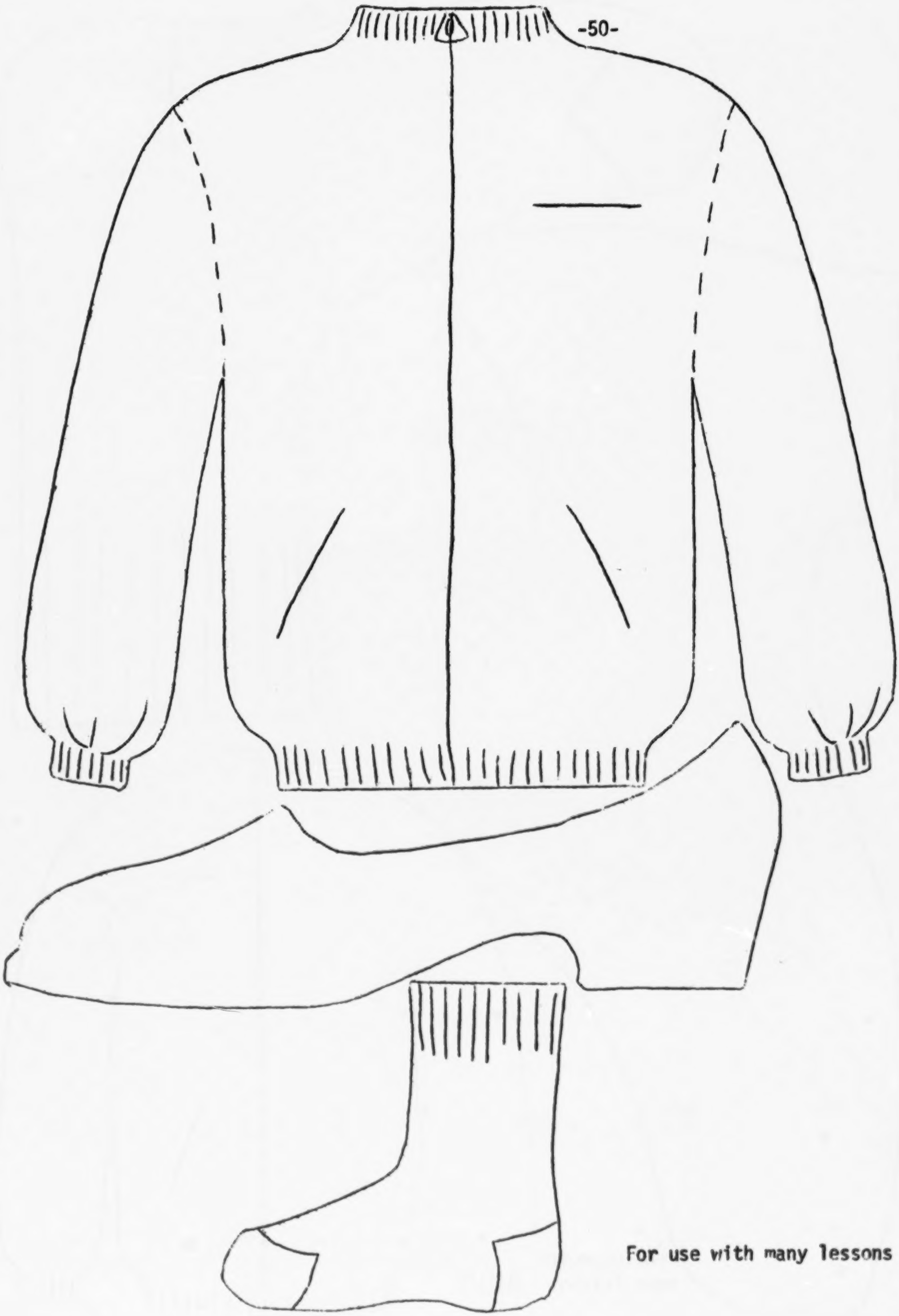
Spanish Activity 1 supporting Lesson 26



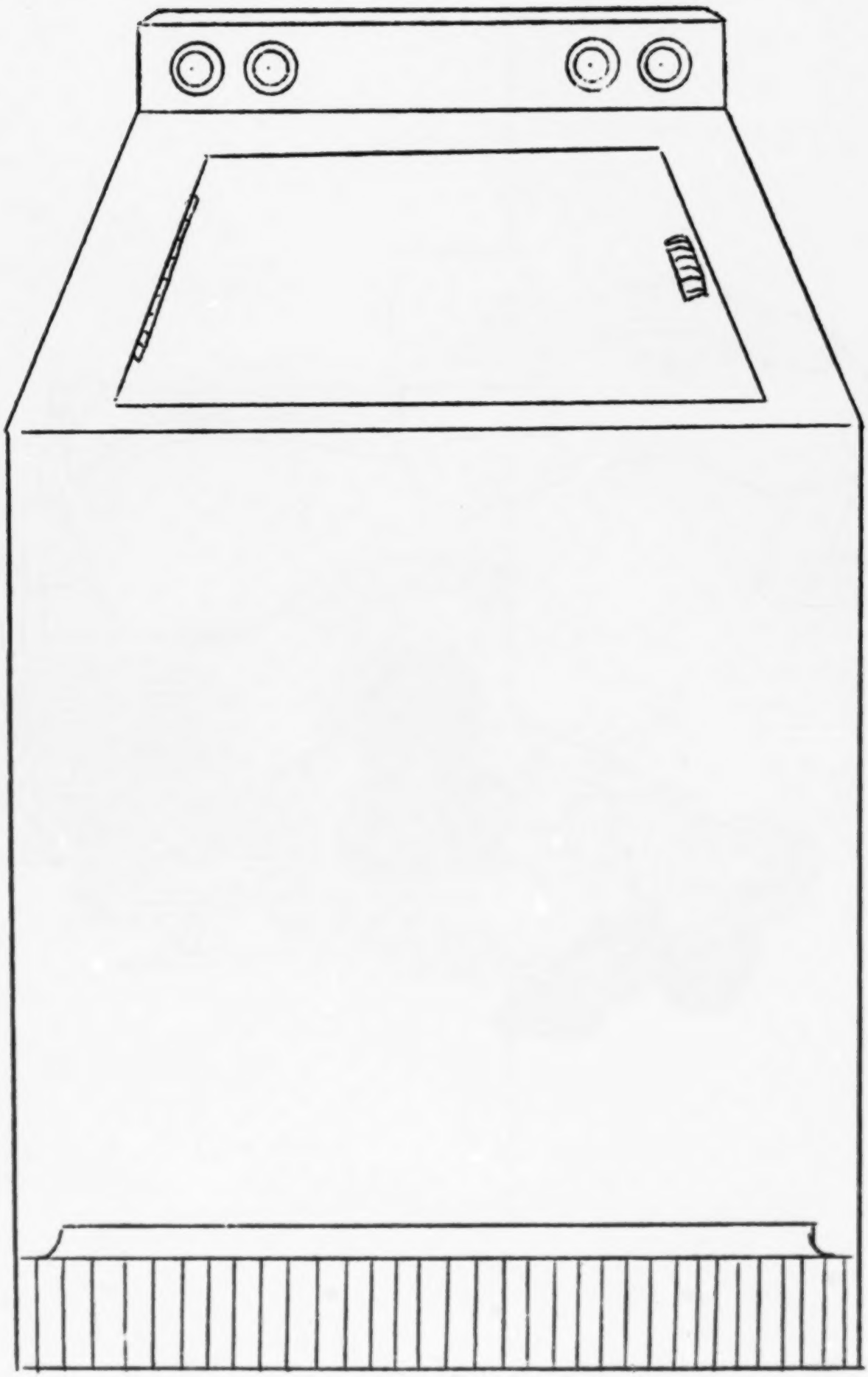
Spanish Activities 1 & 3 supporting Lessons 26 & 28; use as patterns for other lessons



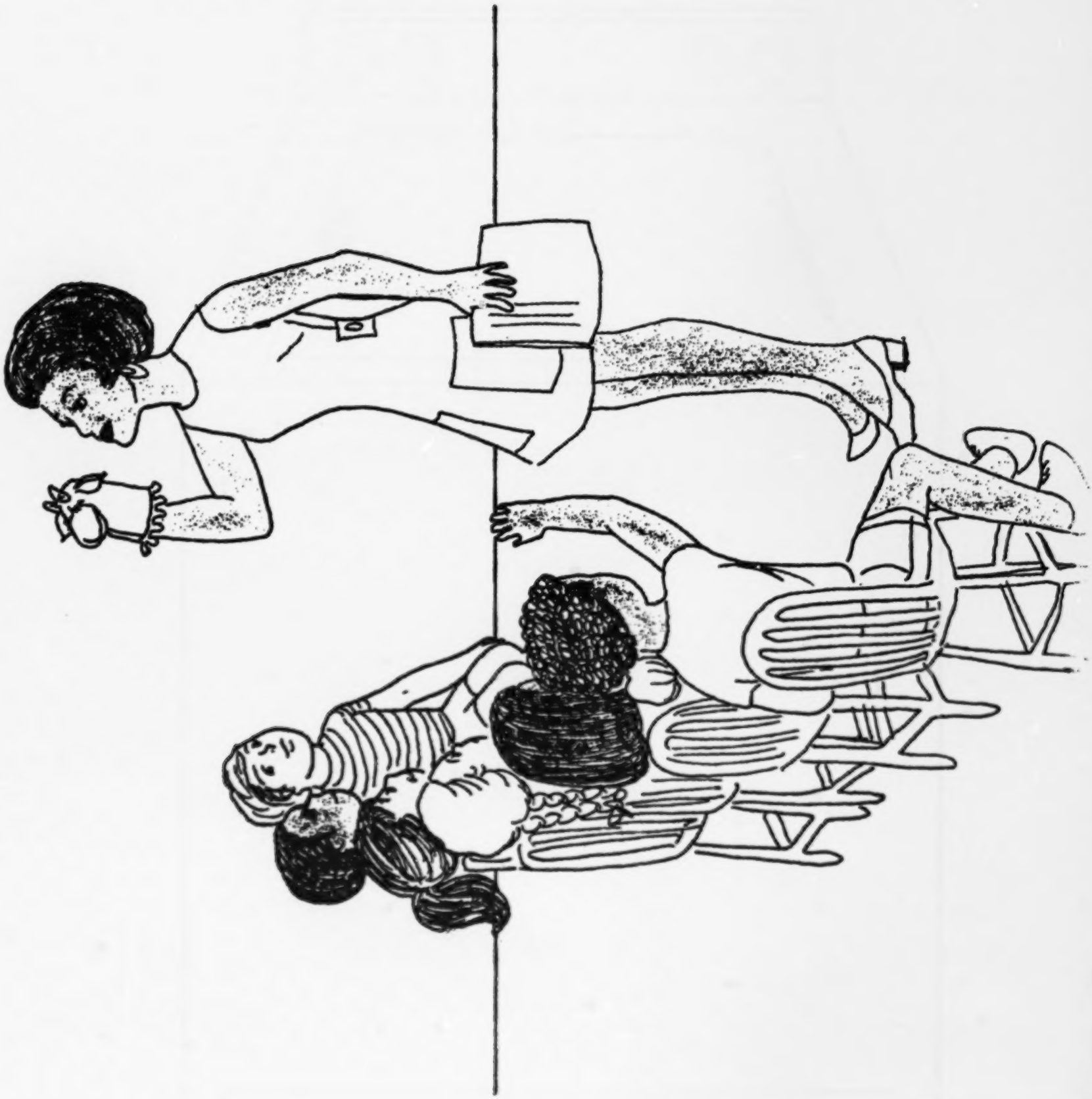
For use with
many lessons



For use with many lessons

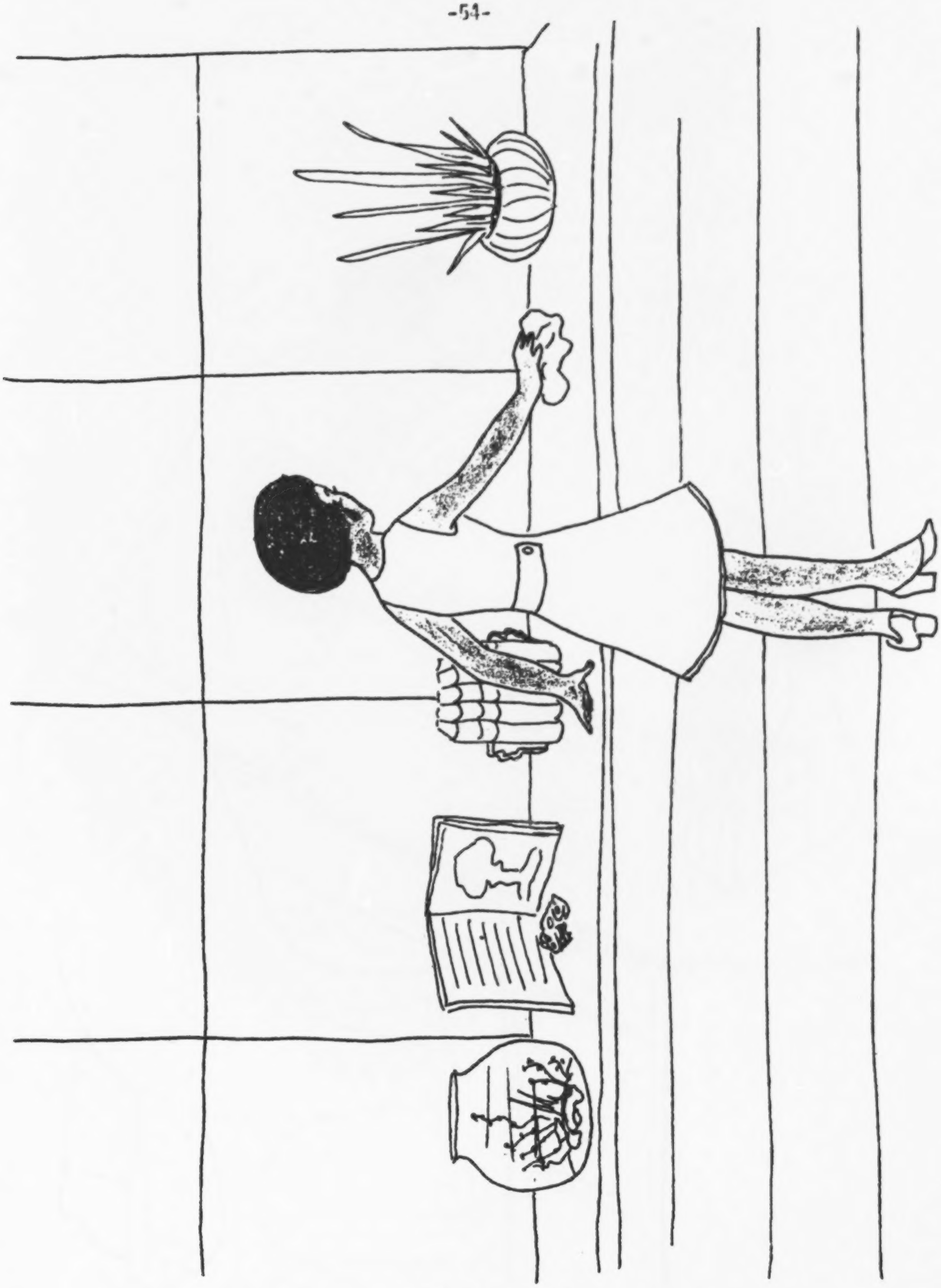


Lesson 26

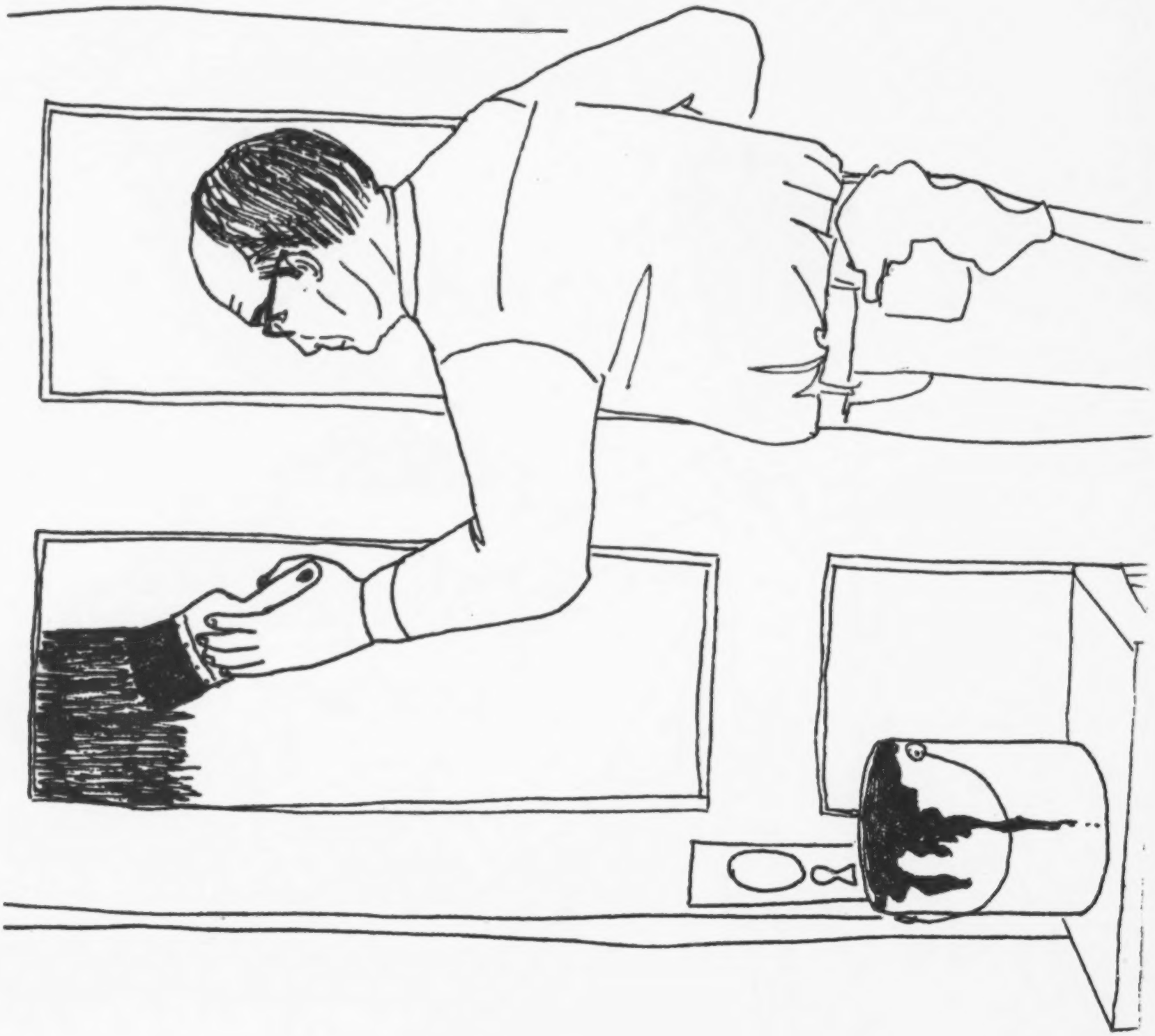


Teacher Teaching
For use with many lessons

Custodian Dusting
use with many lessons

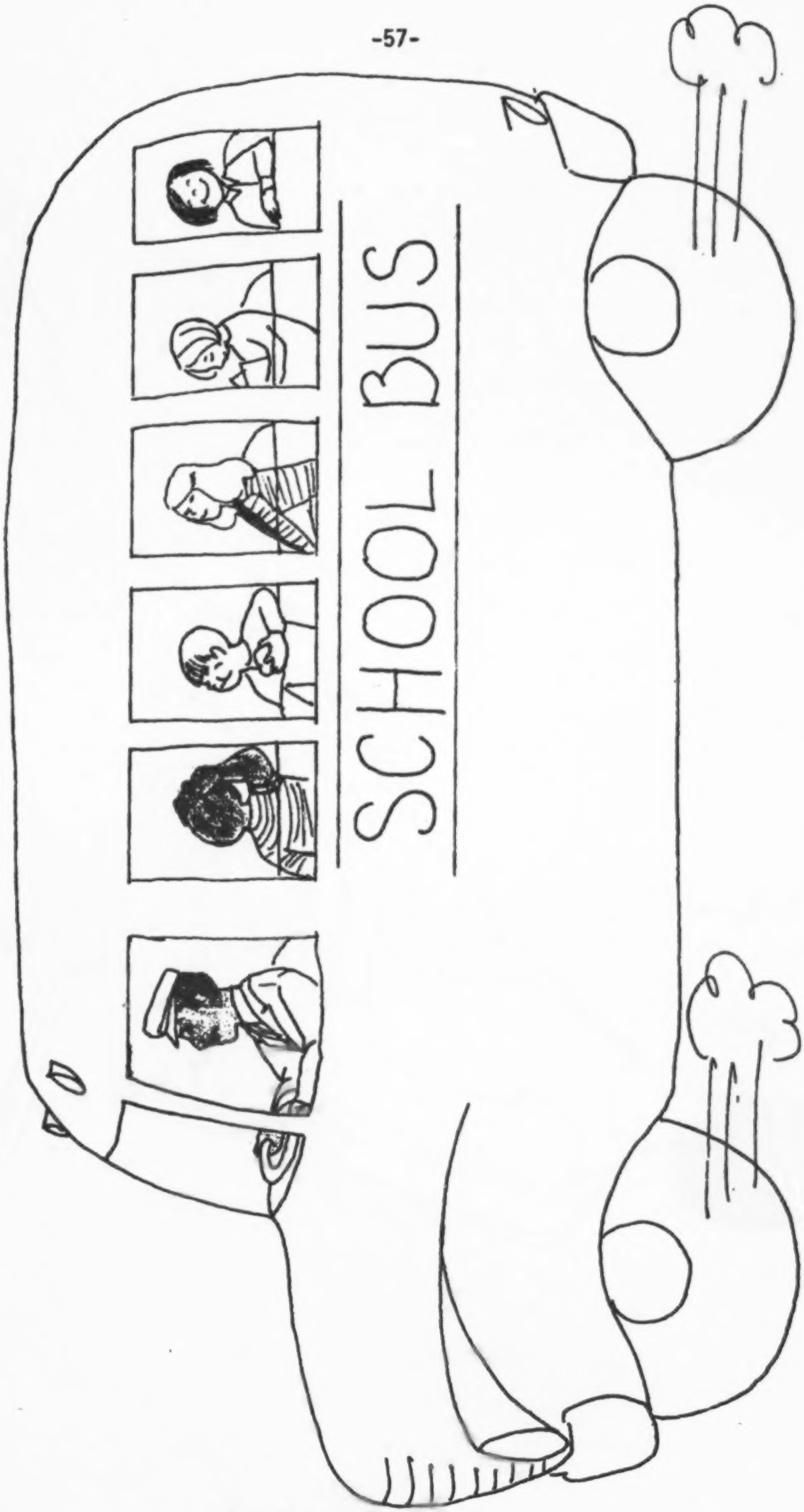


Teacher Dusting
For use with many lessons



Custodian Painting
For use with many lessons

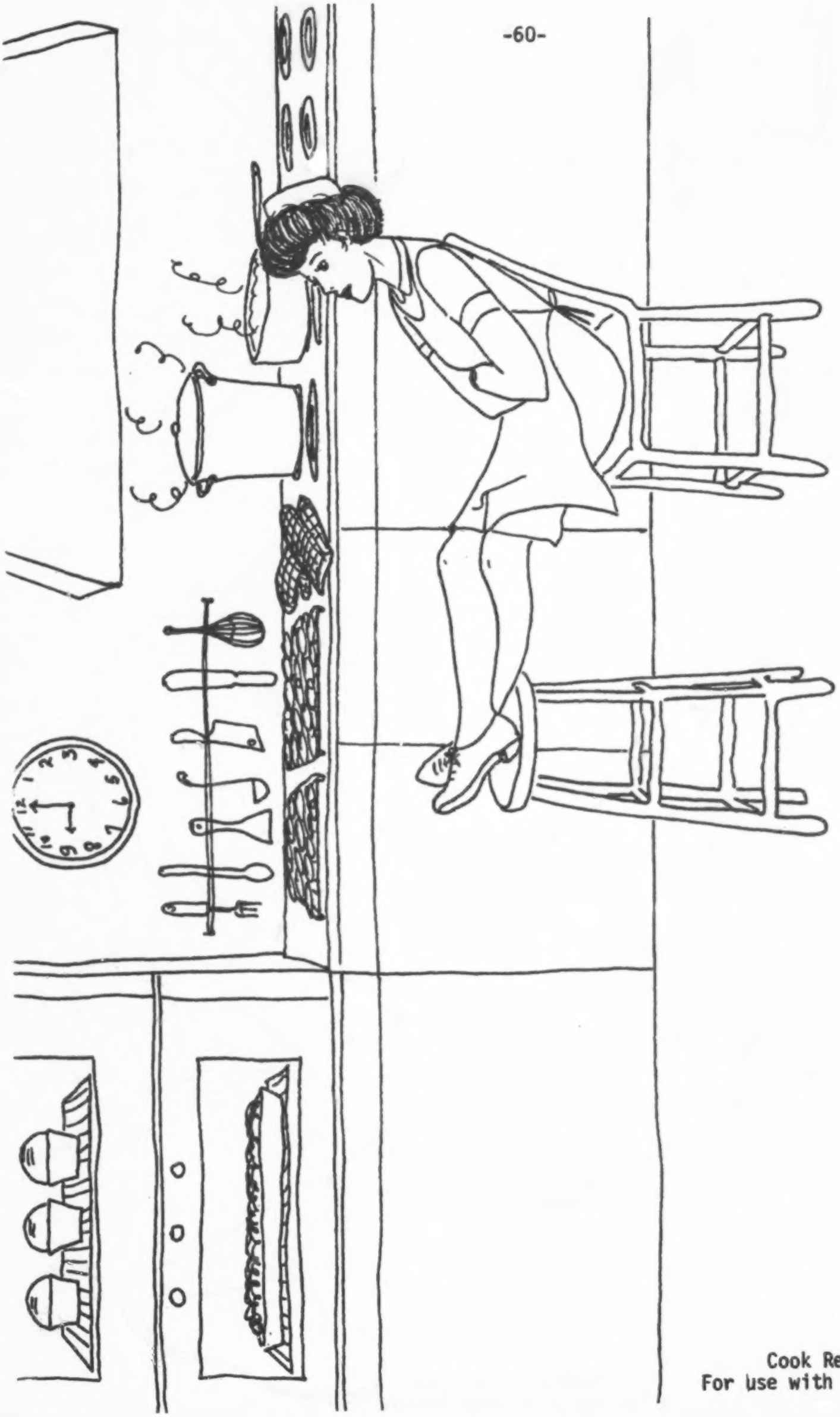
Cook Fixing Lunch
For use with many lessons



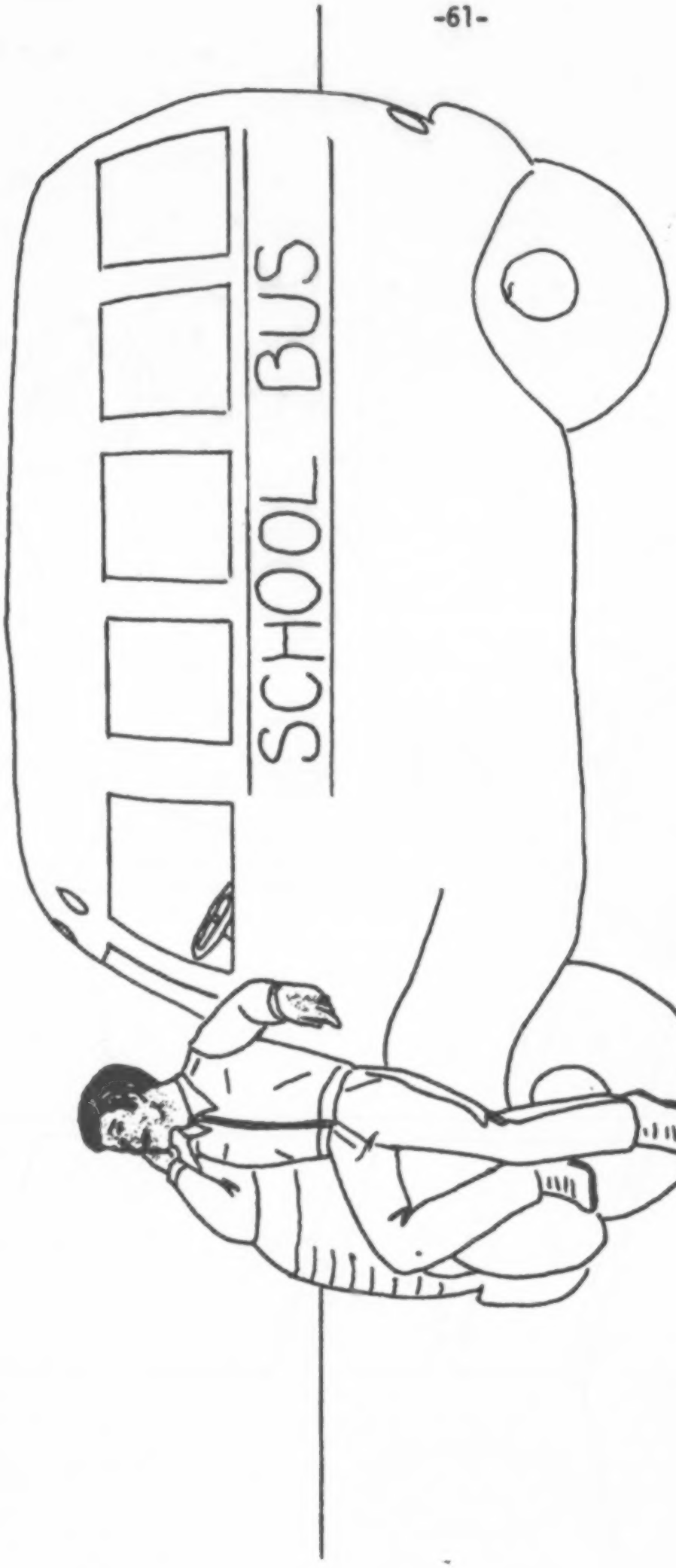
Bus Driver Driving
For use with many lessons

Teacher Resting
For use with many lessons

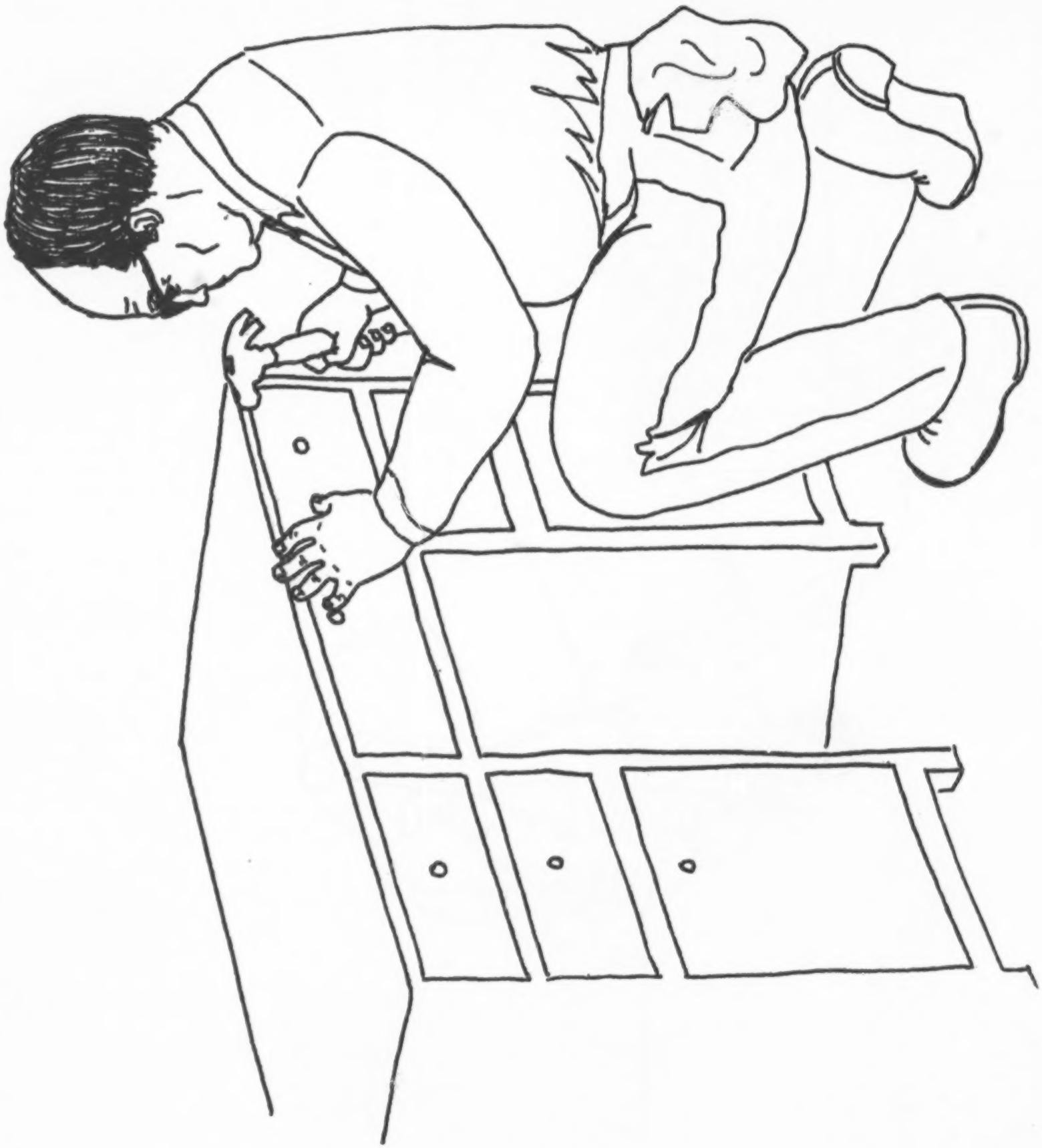
Custodian Resting
For use with many lessons



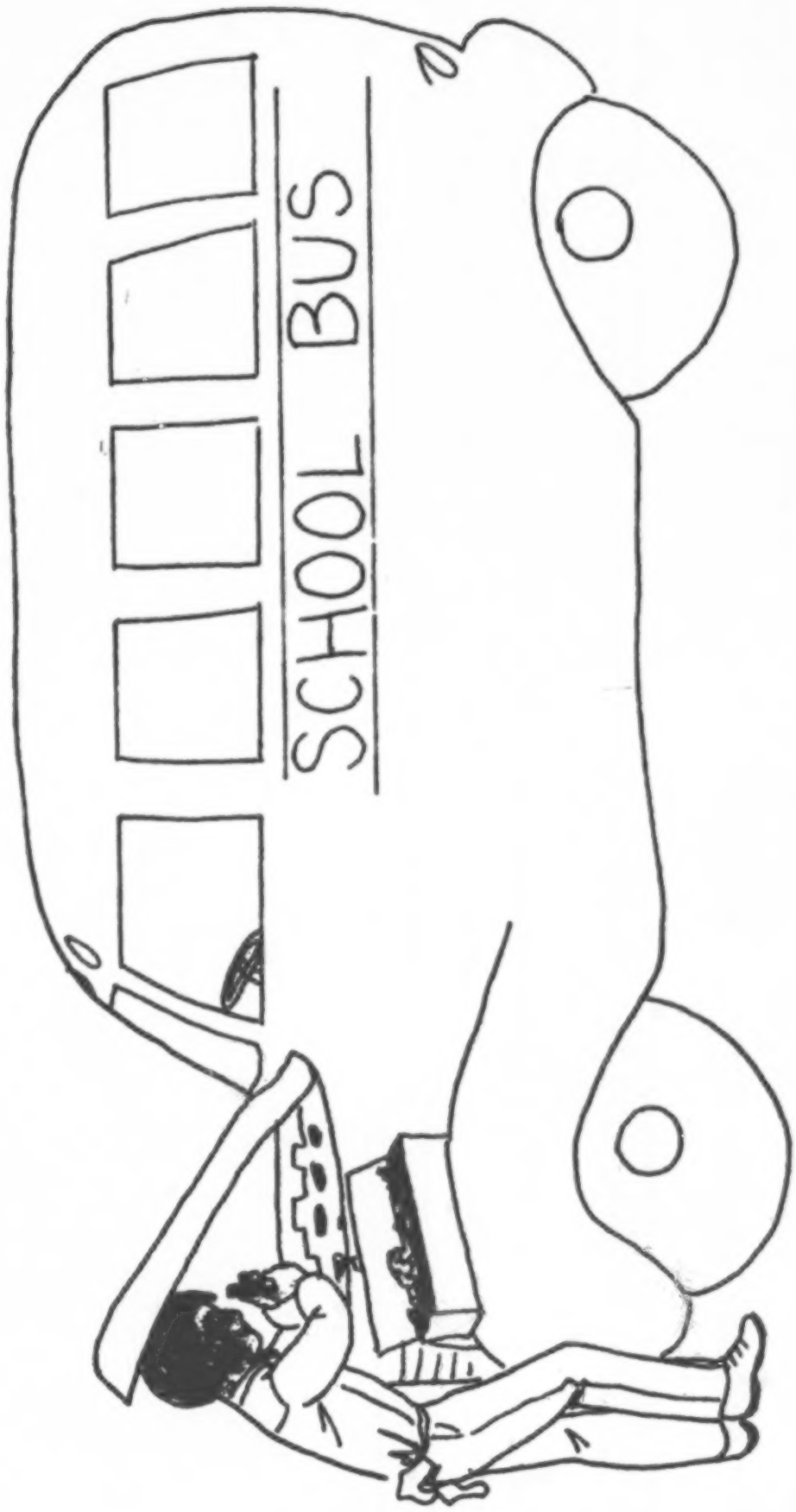
Cook Resting
For use with many lessons



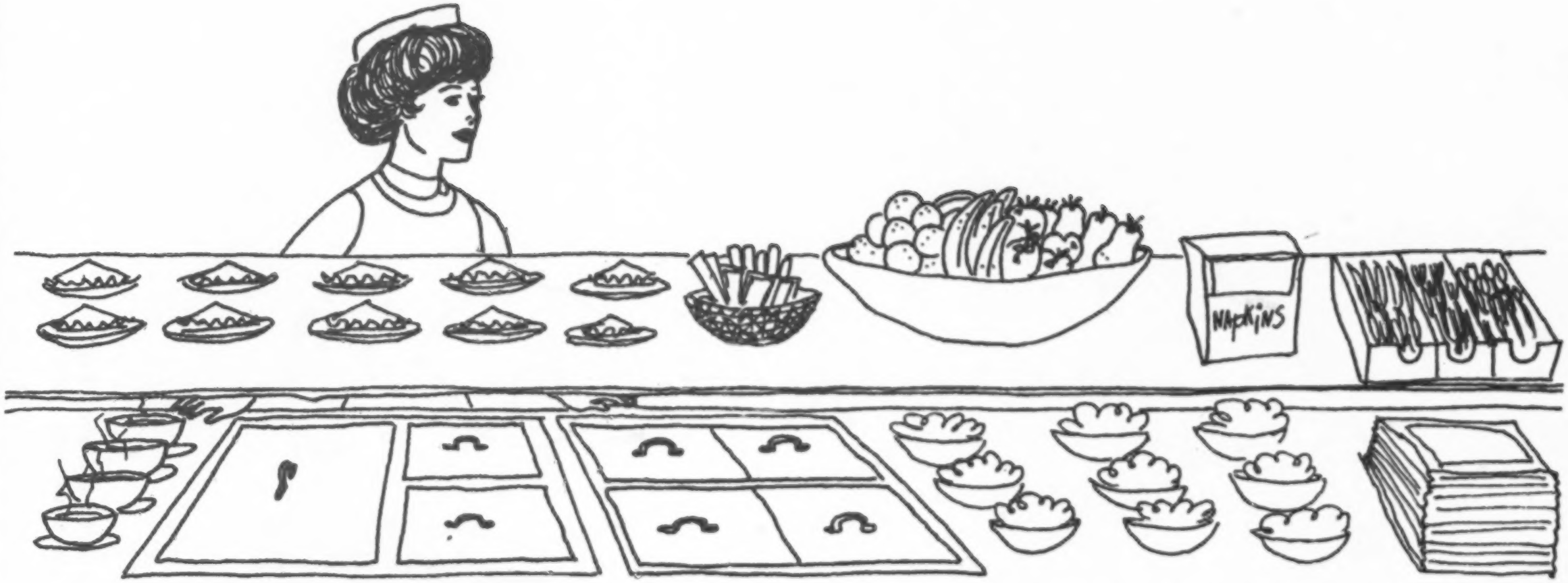
Bus Driver Resting
For use with many lessons



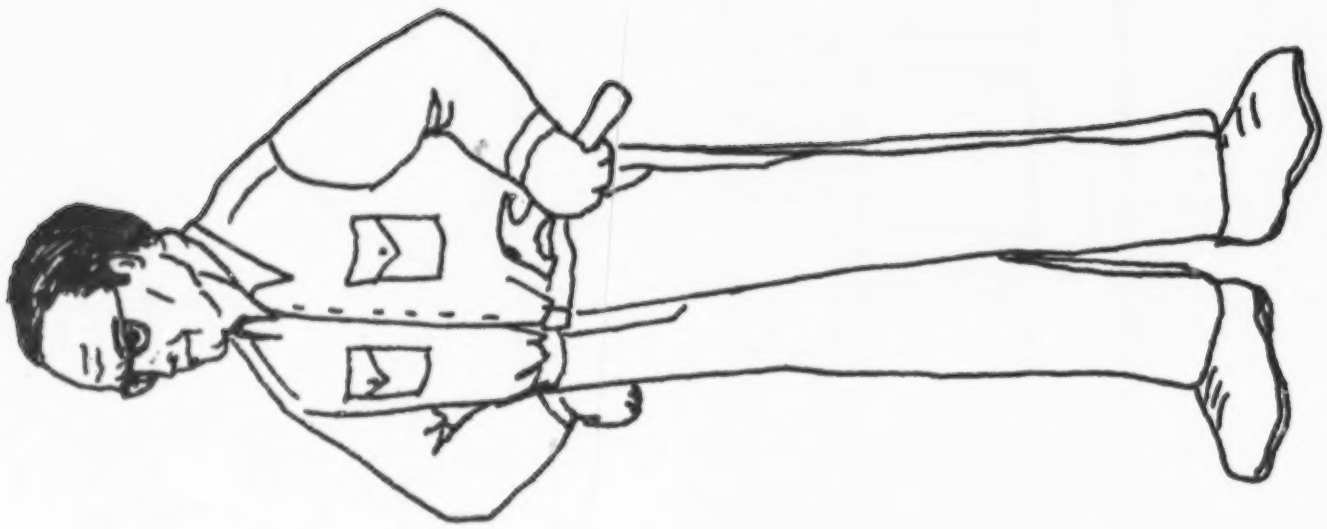
Custodian Fixing Desk
For use with many lessons

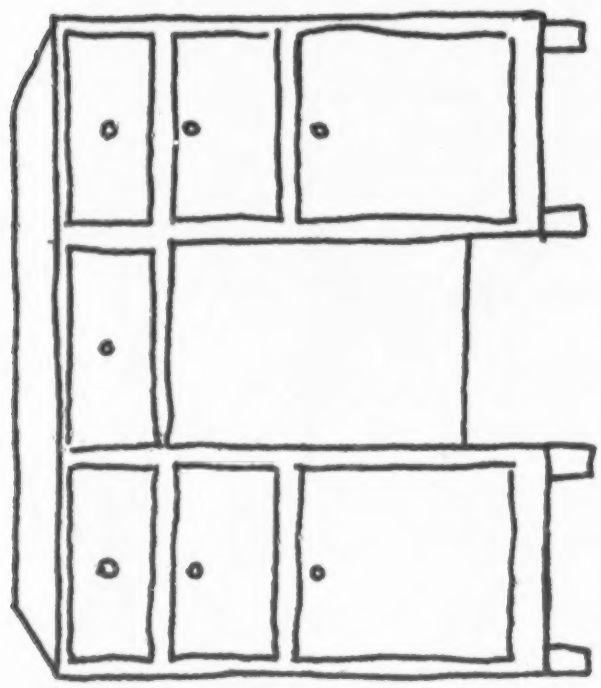


Bus Driver Fixing Bus
For use with many lessons

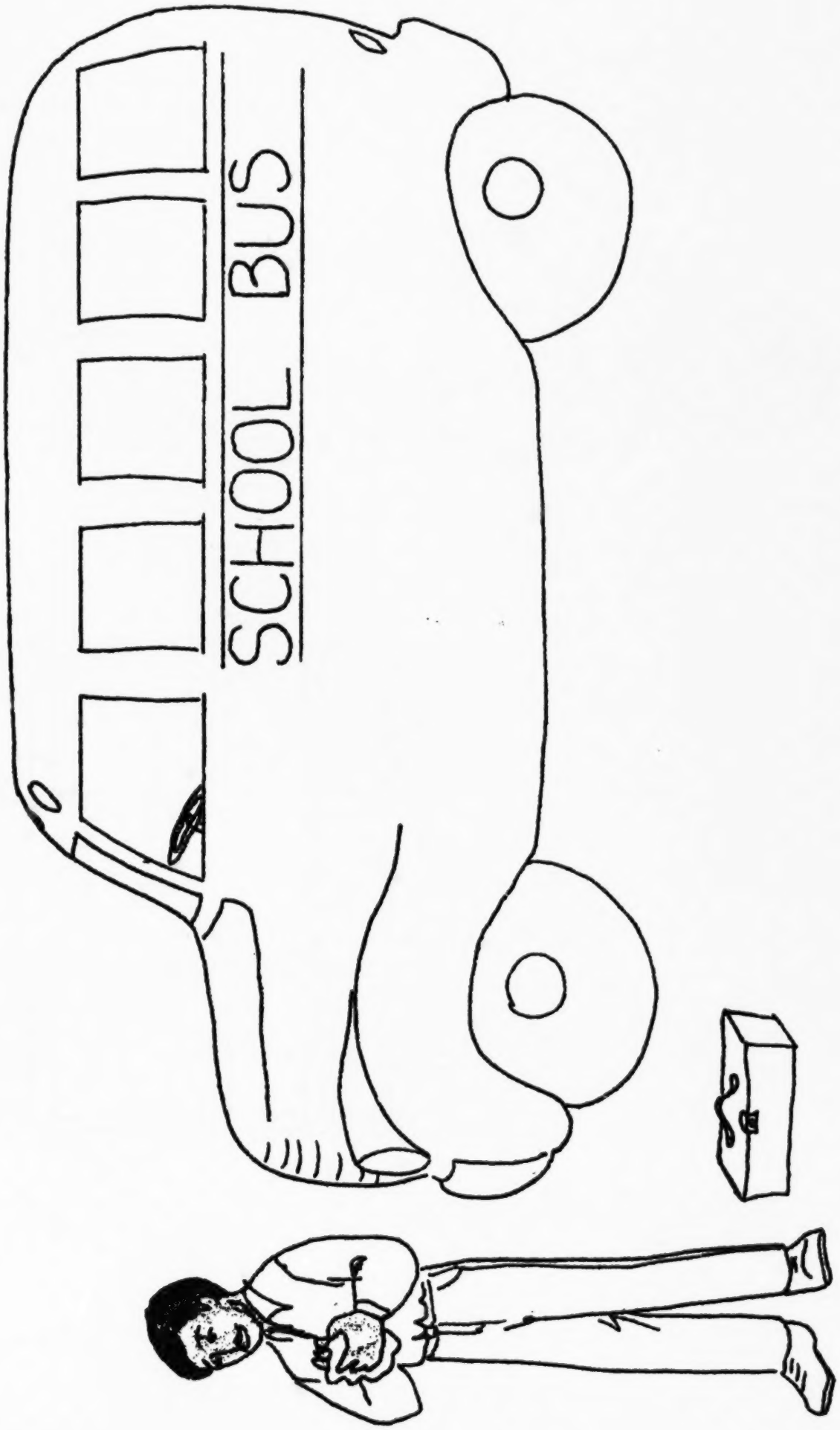


Cook Having Fixed Lunch
Spanish Activity 3,
supporting Lesson 33

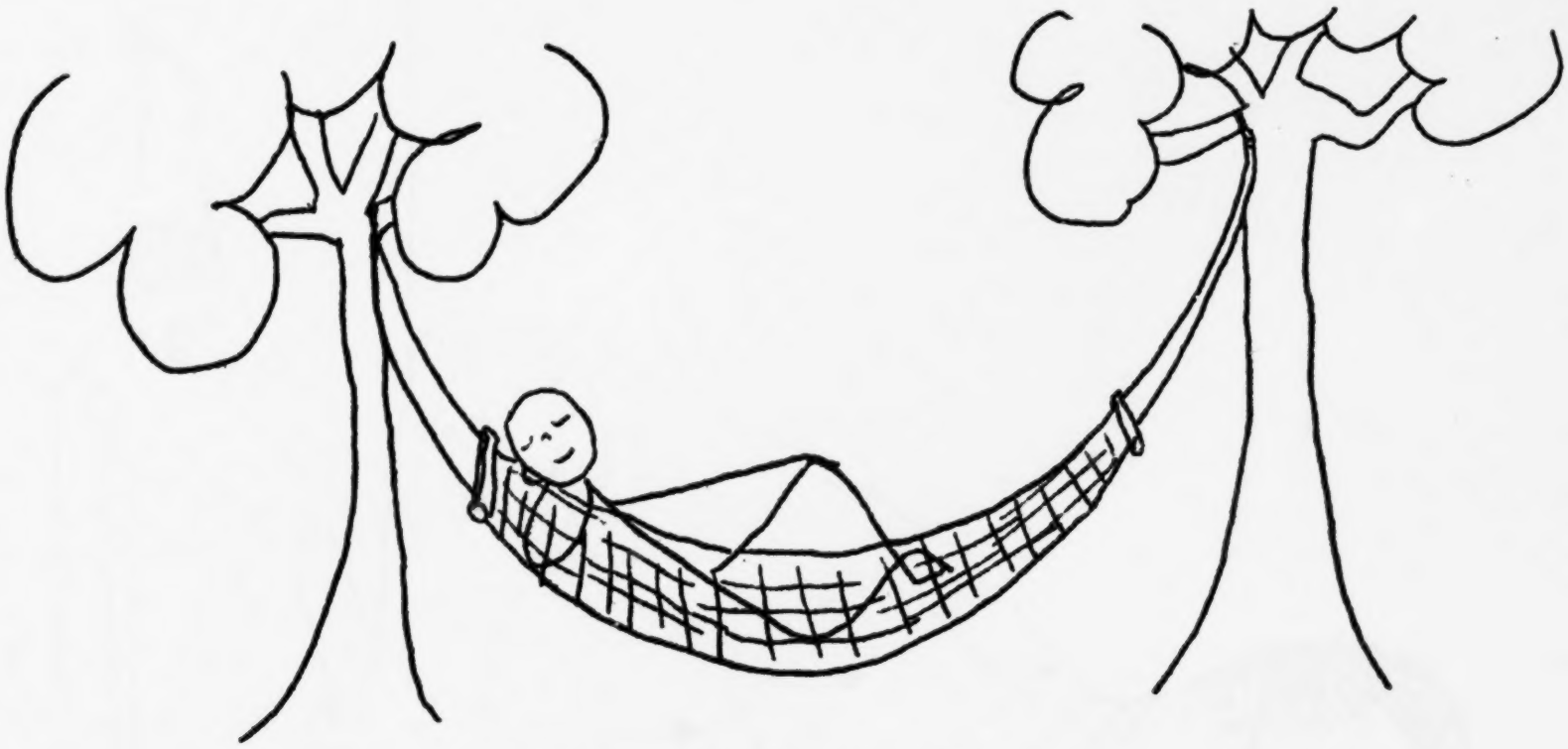




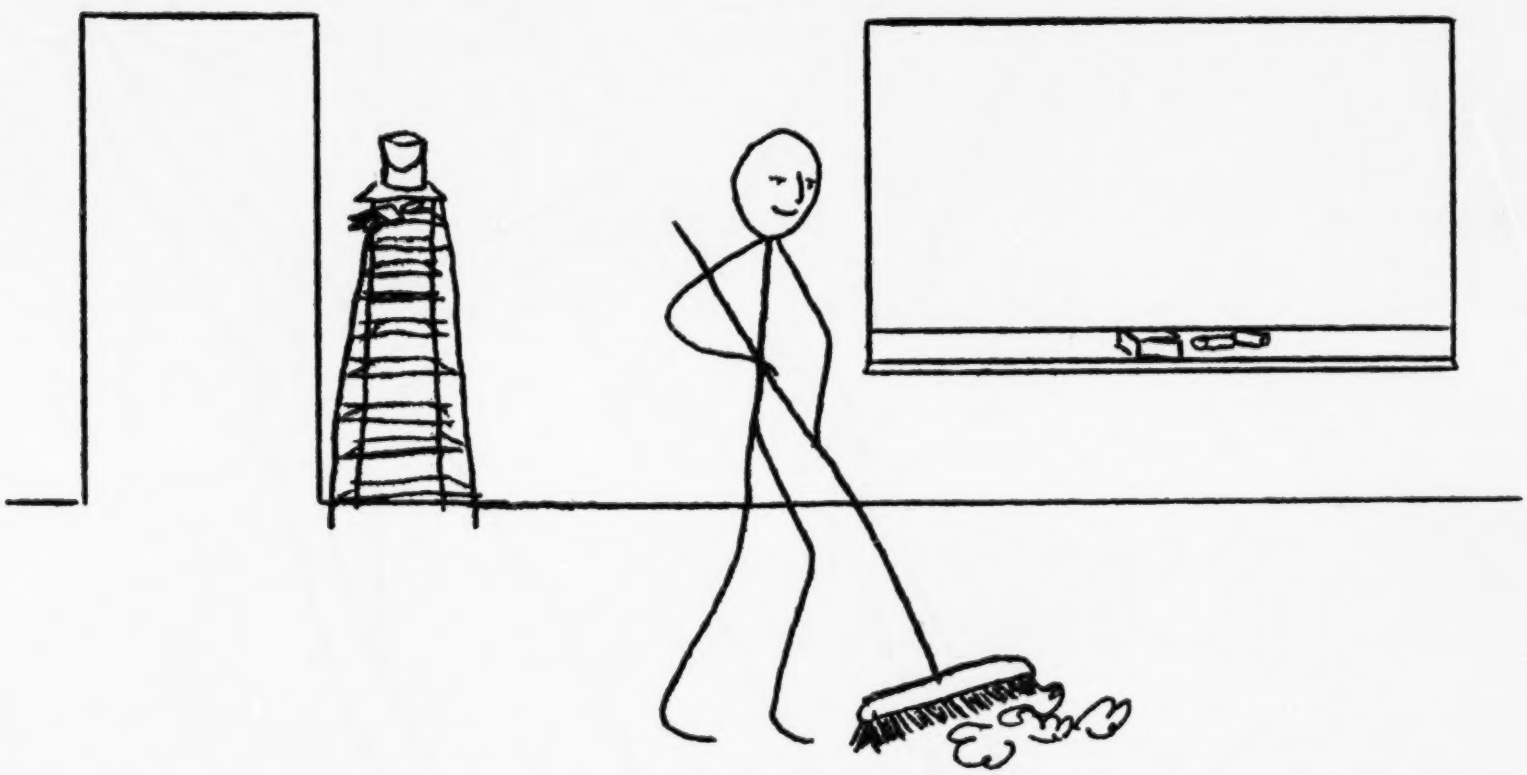
Custodian Having Fixed Desk
Spanish Activity 3, supporting Lesson 33



Bus Driver Having Fixed Bus
Spanish Activity 3, supporting Lesson 33

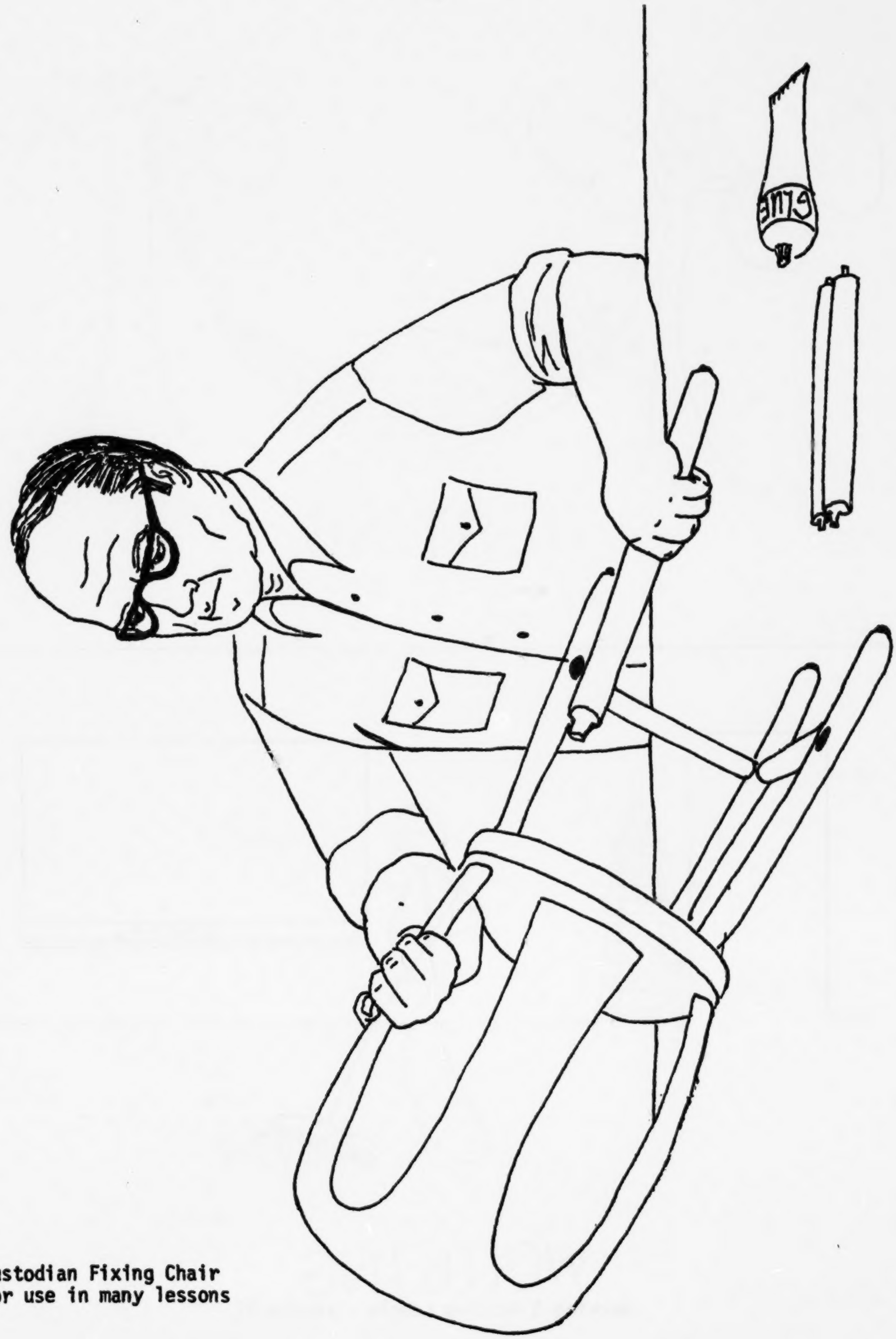


RESTING



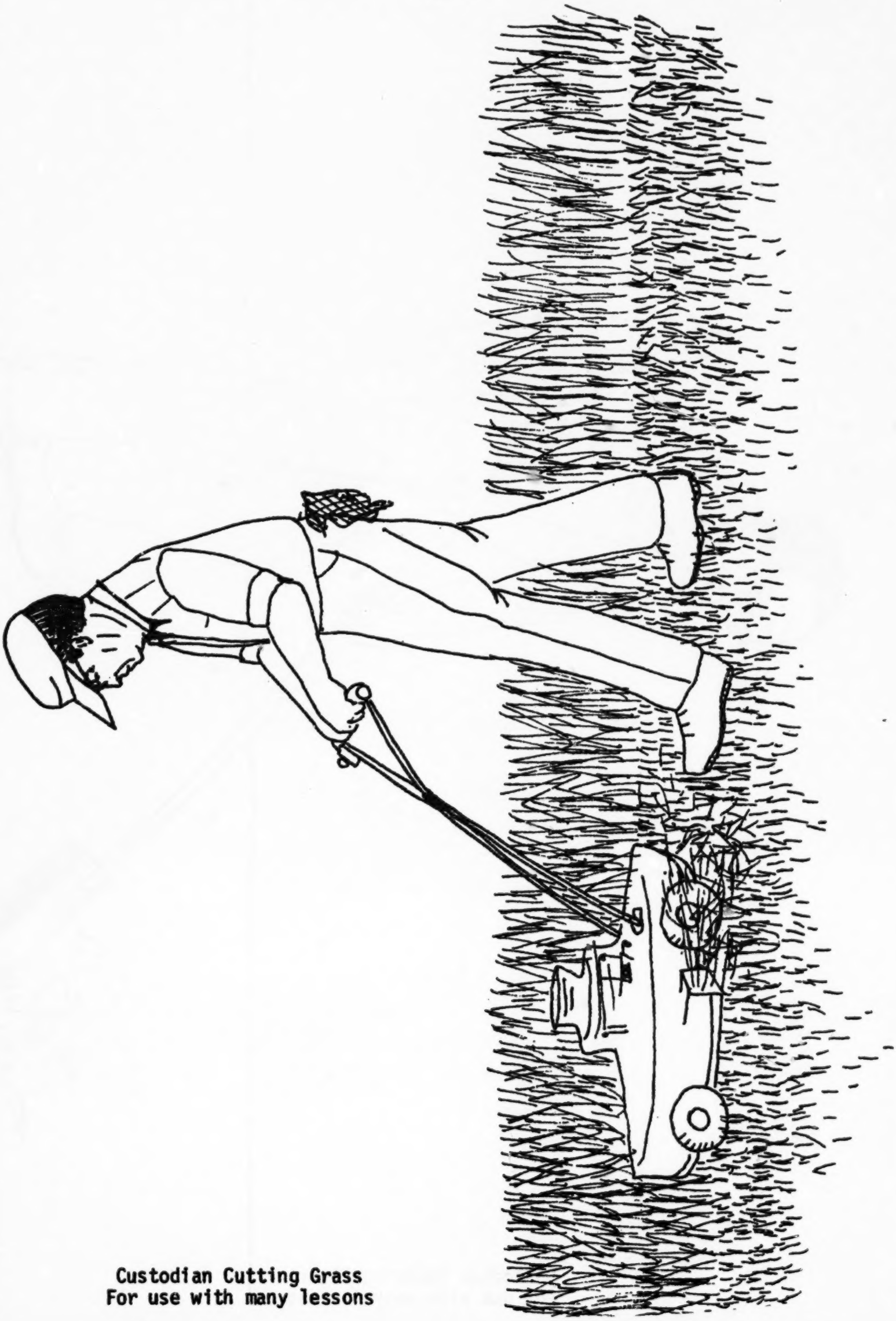
WORKING

Working & Resting Labels - Lesson 32

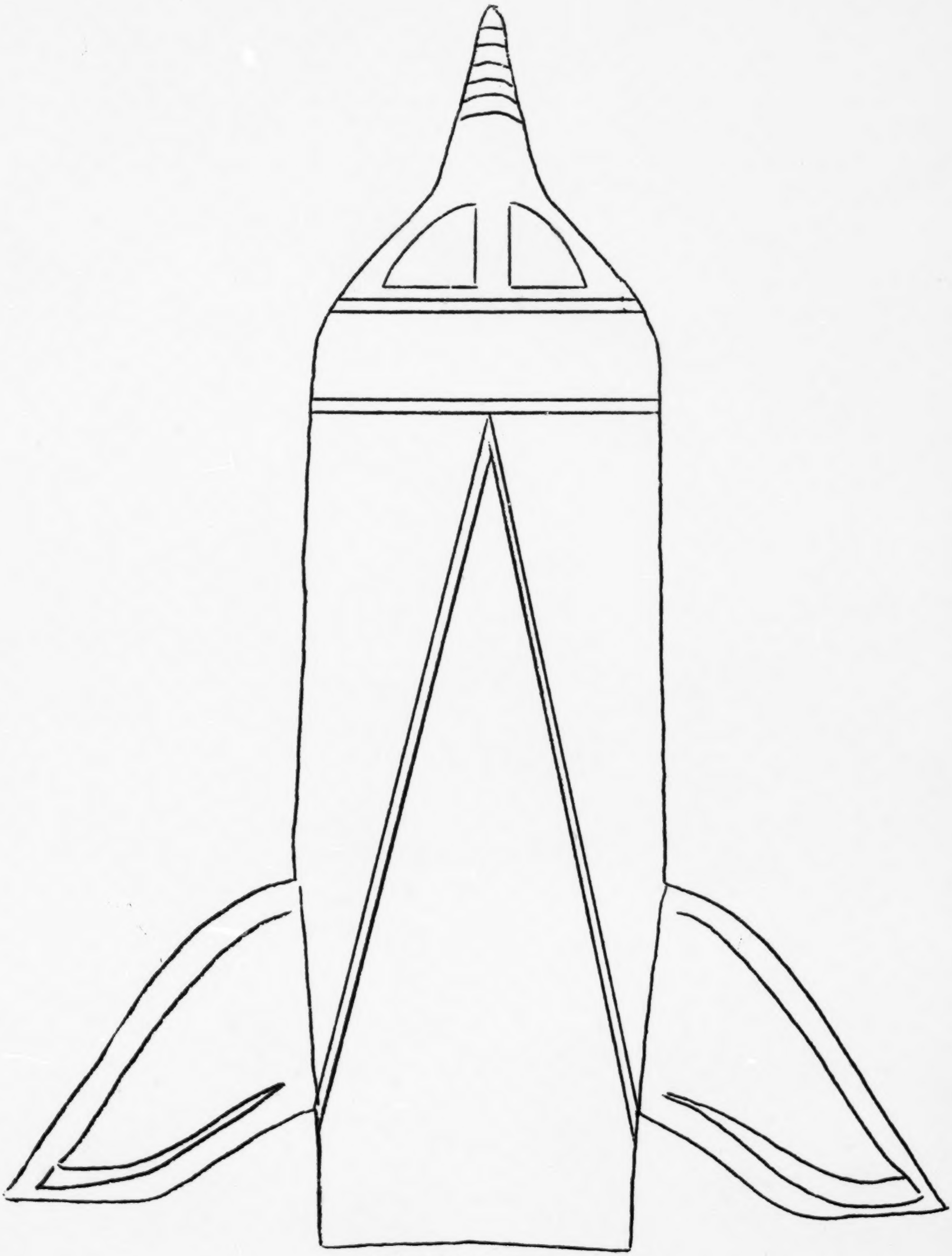


Custodian Fixing Chair
For use in many lessons

Custodian Sweeping Floor
For use with many lessons



Custodian Cutting Grass
For use with many lessons



Rocket Ship - Lesson 35